AGENDA
STATE BOARD OF EDUCATION

August 14, 2015

Arkansas Department of Education

ADE Auditorium

9:00 AM

Back Print

Reports

Report-1 Chair's Report

Presenter: *Toyce Newton*

Report-2 Commissioner's Report

Commissioner Key will discuss House Concurrent Resolution 1008, which designated the month of September as Take Your Legislator to School Month.

Presenter: *Johnny Key*

Report-3 ForwARd Report

ForwARd Arkansas (ForwARd) is a strategic partnership of the Winthrop Rockefeller Foundation, Walton Family Foundation and Arkansas Board of Education that aims to prepare all Arkansas students for success in college and the workplace. To accomplish its vision, ForwARd is creating a holistic plan for P-16 education in Arkansas, with specific recommendations for academically distressed schools and school districts. The ForwARd steering committee has conducted significant research, input gathering and stakeholder engagement to develop its plan and lay the groundwork for implementation of its recommendations.

Presenter: *Kathy Smith, Senior Program Officer - Walton Family Foundation; Sherece West-Scantlebury, president and CEO – Winthrop Rockefeller Foundation; Jared Henderson, managing director – ForwARd Arkansas*

Report-4 10:00am - Q and A with selected schools in Academic Distress or Priority status

The State Board requested that select schools be present to answer questions regarding the improvement progress for selected schools in Academic Distress or Priority status. Superintendent and Principal will be available. Additional support staff may be available by conference call. The following schools were selected: Lee County High; Lee County Anna Strong Intermediate; Dermott High School; Earle High School; Osceola High School; Little Rock McClellan; Little Rock Henderson; Little Rock Hall High; Little Rock Cloverdale; Little Rock J. A. Fair; Little Rock Baseline; PCSSD Wilbur Mills; PCSSD Jacksonville

High; Helena-West Helena High School; Pine Bluff High; Pine Bluff Jack Robey; Pine Bluff Belair Middle; Pine Bluff Oak Park Elementary; Dollaryway High; Forrest City High; Forrest City Lincoln; and Forrest City Forrest City Jr. High

Presenter: *Elbert Harvey and Dr. Richard Wilde*

Report-5 Computer Science Report

A monthly report will be provided to update the State Board on the progress of Governor Asa Hutchinson's Computer Science Initiative.

Presenter: *Anthony Owen*

Report-6 Learning Services Report

This information is provided to keep the State Board of Education apprised of the Department's work activities associated with college and career readiness.

Presenter: *Dr. Debbie Jones*

Report-7 Update on Content Standards and Assessment

This information is provided to update the State Board of Education on ACT and ACT Inspire implementation.

Presenter: *Hope Allen*

Report-8 Special Education Unit Report on the Arkansas IDEA Part B Determination

This report is provided to inform the State Board of Education of the Arkansas IDEA Part B Determination under Section 616(d) of the Individuals with Disabilities Education Act (IDEA). The U.S. Department of Education has determined that Arkansas "Needs Assistance" in implementing the requirements of Part B of the IDEA.

Presenter: *Lisa Haley*

Report-9 Report from Special Committee on Academic Distress - Dollarway School District

The Special Committee on Academic Distress met Friday, July 10, 2015 to hear a progress report on the Dollarway High School in the Dollarway School District. The Dollarway High School is identified in Academic Distress.

Presenter: *Vicki Saviers*

Report-10 Arkansas TESS and LEADS Focus Group Report

Arkansas's educator evaluation system was originally designed by a 36-member teacher evaluation task force formed in the spring of 2009 for the purpose of researching, evaluating and recommending a framework for summative evaluation. The task force designed the Teacher Excellence and Support System (TESS) and Leader Excellence and Development System (LEADS) to include valid measures of professional practice as well as impact on student growth and performance. In 2011, the Arkansas General Assembly introduced and passed legislation defining TESS: a system to support effective teaching and leading in Arkansas schools. TESS and LEADS were piloted in the 2013-14 school year, and implemented

statewide in 2014-15 with an online data management platform, BloomBoard.

To inform the continuous improvement of TESS and LEADS, the Arkansas Department of Education (ADE) invited the Southern Regional Education Board (SREB) to conduct focus groups with teachers and administrators across the state in the spring of 2015. The purpose of the focus groups was to learn about TESS and LEADS implementation on the ground and gather honest feedback about how the systems could be improved.

SREB conducted focus groups in eight cities all around Arkansas between May 5 and 14, 2015. Generally, two focus groups were held in the morning for administrators and two in the afternoon for teachers. A total of 197 educators participated in 29 focus groups. Participants included 82 classroom teachers (language arts, math, science, physical education, career tech, music, etc.), 14 school-based specialists (librarian, interventionist, etc.), 70 school leaders (principals and assistant principals) and 31 district-level leaders (superintendents, TESS coordinators. etc.).

The report will be presented by Andy Baxter, Vice President for Educator Effectiveness and Tysza Gandha, Senior Research Associate for SREB. The ADE will answer questions related to the SREB findings and plans to address findings.

Presenter: *Andy Baxter, Vice President for Educator Effectiveness and Tysza Gandha, Senior Research Associate for SREB*

REPRESENTATIVE
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DISTRICT 75

Counties:
Part Crawford
Part Sebastian

COMMITTEES:

Education
Chairperson,
Kindergarten through Twelve,
Vocational/Technical Institutions
Subcommittee

State Agencies and Governmental Affairs
Elections Subcommittee

Joint Committee on Energy

Joint Budget

July 23, 2015

Mr. Johnny Key, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304-A
Little Rock, AR 72201

Dear Commissioner Key:

In the 2015 Arkansas General Assembly, I was proud to sponsor House Concurrent Resolution 1008, which designated the month of September as Take Your Legislator to School Month, "to foster productive working relationships between members of the General Assembly and public school officials." This bipartisan initiative was motivated by a need for members of the General Assembly to fully understand the issues and challenges facing public schools in their districts, as well as the innovative solutions our educators are developing.

As a retired classroom teacher, I know that the best way to understand the vital role our public schools play is to interact directly with administrators, teachers, and students. HCR1008 encourages public school districts to plan special events with their local legislators that increase awareness of school achievements and challenges, as well as generate productive communication between school officials and legislators. September events could include offering legislators guided tours of district campuses; allowing legislators to visit classrooms, read to students, or present guest lectures; or school-sponsored panel discussions in which administrators, teachers, and students discuss issues facing their schools.

I ask you to share this letter with your members/constituents and staff. As September approaches, school districts will receive contact information for their local legislators, along with press materials. I hope that by participating in these activities, legislators will become more aware not only of the challenges in public schools, but also the solutions and

innovations making Arkansas competitive nationwide.

I look forward to working and visiting with you all in September—our first annual Take Your Legislator to School Month!

Sincerely,

Charlotte Vining Douglas

State Representative

District 75

CVD;plr

Update on ForwARd Arkansas

August 14, 2015

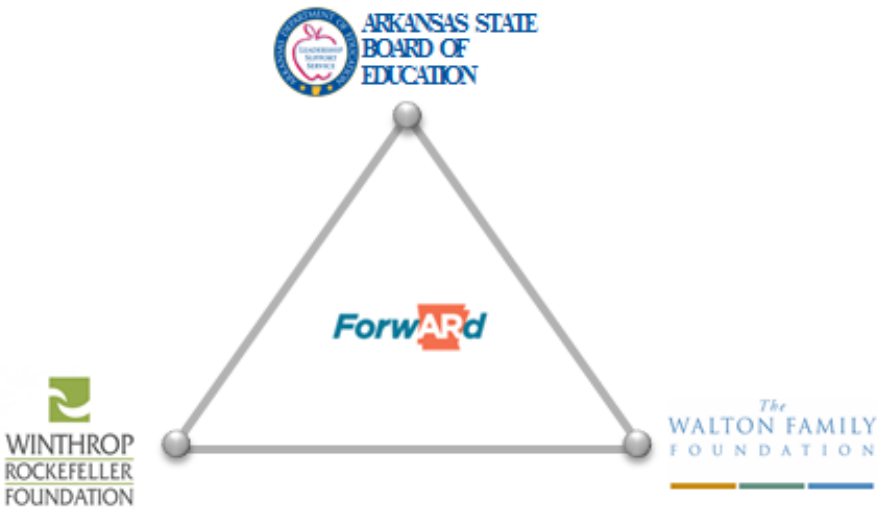
Topics for Discussion

- **Our Process**
- **Outreach**
- **Early implementation priorities**
  - **ForwARd communities**
- **What happens next**
- **Q & A**

What We've Done

ForwARd is the pathway for making Arkansas a leader in 21st century preparedness

An aligned, diverse leadership group



- Diverse coalition of business leaders, state government, educators, community leaders, philanthropy
- Representing all parts of the state, urban, suburban, and rural
- All 28 voting members approved the plan

A plan for 21st century students

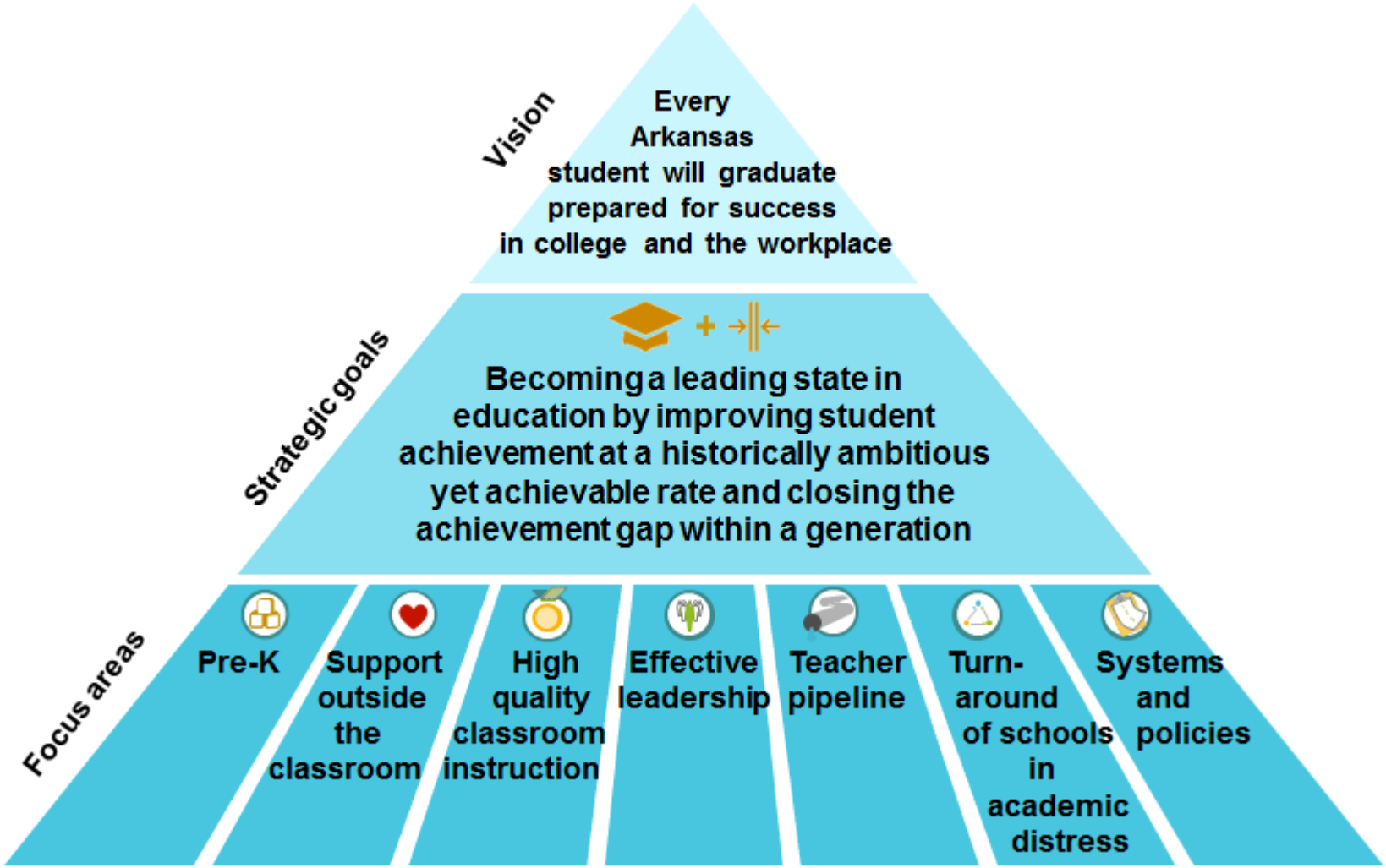
Equip Arkansas students with the skills they need to succeed by:

- Expanding rigorous workforce training w/ concurrent college credit
- Supporting educators in learning to teach new skills and content
- Making Arkansas a national leader in measuring "21st century" skills
- Attracting top talent to high-need subjects (e.g., STEM) by improving incentives

Make 21st century preparedness available to all students by:

- Turning around our lowest performing schools
- Providing nutrition and healthcare to students in high-needs schools
- Improving the quality of pre-k for students from low-income families

ForwARd sets an ambitious vision for public education in Arkansas



Implementation Working Group (IWG) formed to champion ForwARd's implementation

The IWG's primary role is to:

- Drive implementation of the plan
- Champion the plan and the implementation process
- Guide strategy of and participate in public roll-out of the plan
- Give guidance to staff supporting implementation
- Monitor progress toward implementation milestones and strategic targets; report publicly

The IWG will have additional support for its activities; one of its early roles is to identify what is needed (capabilities, structures, resources)

- Other short-term priorities include providing guidance on the plan's public release, sequencing initiatives and establishing concrete short term goals, and creating a process for publicly reporting on progress

Implementation Working Group (IWG) formed to champion ForwARd's implementation

Implementation Working Group Members

- Deborah Coffman
- Peggy Doss
- Matt Dozier
- Senator Joyce Elliot
- Melanie Fox
- Diana Gonzales Worthen
- Lavina Grandon
- Jared Henderson
- Ginny Kurrus
- Michelle Linch
- David Rainey, Chairman
- John Riggs
- Brenda Robinson
- Scott Shirey
- Kathy Smith
- Ladonna Spain
- Joy Springer
- Sherece West-Scantlebury
- Suzann McCommon
- Mike Hernandez
- Kathy Morledge
- Amanda Clinn
- Ed Franklin

Update on initial outreach in support of ForwARd

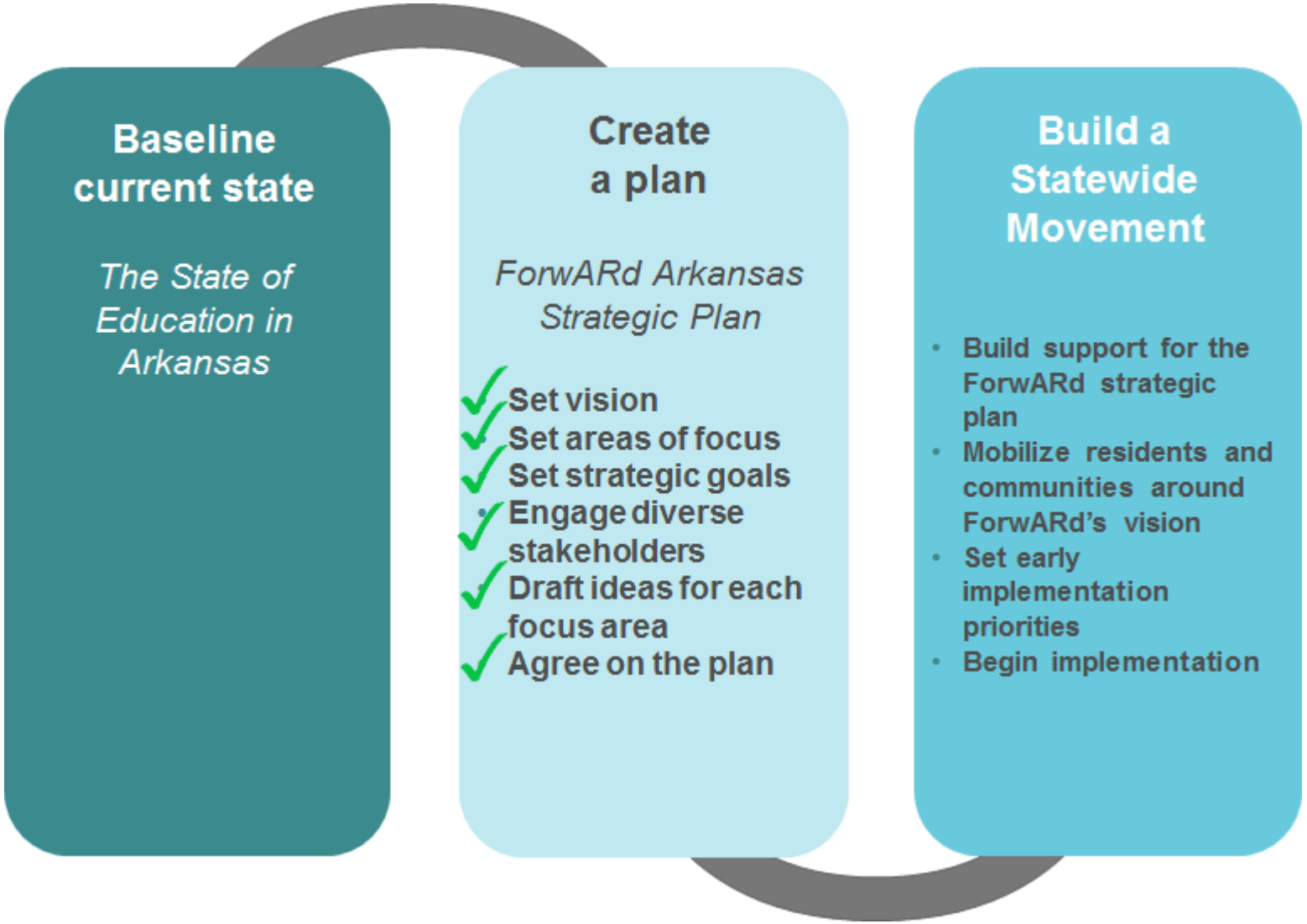
Departments and legislature
- Governor Hutchinson
- Lt Governor Tim Griffin
- Commissioner Key
- AR State Board of Education
- AR Department of Higher Education
- AR Higher Education Board
- AR Dept of Health and Human Services
- Department of Career and Technical Ed
- AR Economic Development Commission
- Chairs of Education Committees
- Pro tempore
- Speaker of the House
- Majority Leader
- Minority Leader
- Black Caucus
- Rural Caucus
- Women's Caucus

Community organizations
- One Community
- LULAC
- Arkansas Conference of NAACP
- AFLCIO
- League of Women Voters
- Arkansas United Community Coalition
- Catholic Charities

Business groups
- AR State Chamber of Commerce

Education groups and organizations
- Presidents of the University Systems
- Presidents and Chancellors of Educator Preparation Programs
- AR Advocates for Children and Families
- AR Learns
- Rural Community Alliance
- AR Association of Educational Administrators
- AR Education Association
- AR Exemplary Educators Network and Milken Award winners
- AR PTA and PTA Councils
- AR School Boards Association
- AR State Teachers Association
- AR Rural Education Association
- ArACTE Council of Deans
- Co-op directors
- AR Public School Resource Center
- AR Public Policy Panel

ForwARd is on-track to publicly release its plan this fall



ForwARd seeks to build a statewide movement to transform public education in our state

ForwARd will support select communities to:

- Pilot innovative **school-community solutions**
- Build **proof points** for identified ForwARd recommendations
- Catalyze **local commitment** to the vision and goal of ForwARd

Through this initiative, the Implementation Working Group continues to consider:

- **Catalyzing investments** to selected communities
- Creating a ForwARd **peer learning network**
- **Providing technical assistance** to schools and communities
- Documenting best practices to **build the case statement** for statewide action

What's happening next

- **Seeking formal approval of the full ForwARd strategic plan at the State Board of Education's September 2015 meeting**
- **Releasing the ForwARd plan to share our research and recommended vision, goals, focus areas, and actions**
- **Continuing conversations with stakeholders around the state**
- **Planning for and beginning implementation**

Appendix

Summary of the ForwARd Plan

Appendix - Summary of the ForwARd Plan (1/3)

Recommendations to enable Arkansas to become a leader in 21st century preparedness

Pre-K

All students, starting with those in highest need, have access to high quality early childhood learning opportunities so they arrive at Kindergarten ready to learn

Support beyond the classroom

All students and families, starting with those in highest need, have access to and support in accessing the nutritional and health resources needed to come to school ready to learn

Teaching and learning

Each student is supported in developing the full range of knowledge and skills s/he needs to be successful in college and career

All schools have a culture of mutual respect, high expectations for all, teamwork, and continuous growth

Appendix - Summary of the ForwARd Plan (2/3)

Recommendations to enable Arkansas to become a leader in 21st century preparedness

Leadership

All education leaders put students at the center of their decisions, work tirelessly to build and support a team, deploy resources effectively, and hold themselves and their team accountable for enabling all children to be successful

Teacher pipeline

All schools, especially those in high need areas, have access to talented educators who have been rigorously prepared

Turnaround of schools in academic distress

All school in academic distress and pre-academic distress receive support and interventions that enable them to transform their school cultures, dramatically improve student achievement, and sustain their improvement over time

Appendix - Summary of the ForwARd Plan (3/3)

Recommendations to enable Arkansas to become a leader in 21st century preparedness

Systems and policies

All school districts have sufficient funding and use resources in a way that most effectively supports student success

Policies enable the implementation of recommendations needed for Arkansas to become a leading state in education

AGENDA ITEM:

The Arkansas State Board of Education reviews the progress of schools and districts in academic distress through reports filed quarterly by the School Improvement Unit, Division of Public School Accountability. If concerns or minimal progress is identified in a report, the SBE has the intent to review the school's improvement plan with the local superintendent and the school principal assigned by the district. As we begin the 2015-16 school year, the following schools have been requested to provide the SBE with an update on the school improvement plan and to answer questions related to progress during the previous school year:

District	School	Superintendent	Starting Year #	Principal	Starting Year #	School Improvement Specialist 2014-15	School Improvement Specialist 2015-16
Dermott	High School	Kristi Ridgell	1	Mike Duncan	1	LaDonna Spain	**TBD**
Dollarway	High School	Patsy Hughey	1	Jeff Spaletta	1	Kerri Williams	**TBD**
Earle	High School	Ricky Nicks	3+	Juanita Bohanon	2	Kerri Williams	**TBD**
Forrest City	High School	Tiffany Hardrick	2	Osceola Hicks	2	Janie Hickman	Janie Hickman
Forrest City	Lincoln Academy	Tiffany Hardrick	2	Hazel Wallace	1	Janie Hickman	Janie Hickman
Forrest City	Jr High School	Tiffany Hardrick	2	Rommie Vasser	1	Janie Hickman	Janie Hickman
Helena-W Helena	High School	John Hoy	2	Earnest Simpson III	1	David Tollett	**TBD**
Lee County	High School	Willie Murdock	3+	Phylistia Stanley	3	Wendy Allen	Wendy Allen
Lee County	Anna Strong Intermediate	Willie Murdock	3+	Mary Hayden	3	Wendy Allen	Wendy Allen
Little Rock	McClellan High School	Baker Kurrus	1	Henry Anderson	3	Kyron Jones	**TBD**
Little Rock	Henderson Middle School	Baker Kurrus	1	Frank Williams	2	Chantele Williams	**TBD**
Little Rock	Hall High School	Baker Kurrus	1	Larry Schliecher	2	Roxie Browning	**TBD**
Little Rock	Cloverdale Charter	Baker Kurrus	1	Wanda Ruffins	3+	Chantele Williams	**TBD**
Little Rock	J.A. Fair High School	Baker Kurrus	1	LaGail Biggs	1	Roxie Browning	**TBD**
Little Rock	Baseline Elementary	Baker Kurrus	1	Jonathan Crossley	1	Roxie Browning	**TBD**
Osceola	High School	Michael Cox	3+	Tiffany Morgan	3	Pam Clark	**TBD**
PCSSD	Wilbur Mills High School	Jerry Guess	3+	Duane Clayton	2	Tiah Frazier	Tiah Frazier
PCSSD	Jacksonville High School	Jerry Guess	3+	Jerry Bell	2	Kyron Jones	**TBD**
Pine Bluff	High School	T.C. Wallace	1	Michael Nellums	3+	Dr. Mitzi Smith	Dr. Mitzi Smith
Pine Bluff	Belair Middle School	T.C. Wallace	1	Suzette Bloodman	3	Dr. Mitzi Smith	Dr. Mitzi Smith
Pine Bluff	Jack Robey Jr High School	T.C. Wallace	1	Donald Booth	2	Dr. Mitzi Smith	Dr. Mitzi Smith

ARKANSAS
K-12 COMPUTER SCIENCE
A FRAMEWORK FOR DYNAMIC LEARNING

ADE Communications about Computer Science

- The computer science pages on the ADE website are being overhauled. We have created, or are creating pages, for all official ADE Computer Science communication, Computer Science Task Force information, computer science resources, and our the ADE computer science framework files. All of these pages can be accessed through our Computer Science landing page: http://www.arkansased.gov/divisions/learning-services/curriculum-and-instruction/computer-science
- The computer science FAQ document was last updated June 19, 2015. The June 19th update includes information about the Praxis reimbursement opportunity and clarification on the ALP process. If you have questions about where we are as an agency, this FAQ document is the best place for you to start. It is also accessible from the Computer Science landing page under Related Files. http://www.arkansased.gov/public/userfiles/Learning_Services/Curriculum%20and%20Instruction/Resource%20Mat/Computer%20Science/Computer_Science_Fact_Sheet_Final.pdf
- We have established an Arkansas Computer Science Network on Linkedin (https://www.linkedin.com/grp/home?gid=8322007), feel free to join the group and participate.
- ADE sent out two Commissioner's Memos about computer science over the last week:
  - LIC-15-035 discusses reimbursing up to 200 educators for their Praxis fees for adding computer science to their licensure. Note that the reimbursement form states that ADE employees are eligible with Commissioner Key's approval. Encourage your licensed employees, which are interested, to take advantage of this opportunity.
  - COM-15-084 makes a request for schools to encourage students to enroll in computer science courses and provides links to videos that the school can use with their faculty, students, and other stakeholders to inform and encourage them.

Computer Science Initiative Grants

- We received almost 90 computer science grant applications. This represents almost $1.7 million that schools across our state have requested to implement a face-to-face computer science course for students in their school. We are working through these grant applications and notifications should go out to schools during the first two weeks of July. Information on who applied for a grant and how much they requested can be found here: http://www.arkansased.gov/divisions/learning-services/curriculum-and-instruction/resource-materials-for-lesson-plans/computer-science/computer-science-grant-applications-2015-2017
- Sent out 89 requests for information on July 27; 48 have responded
- 48 MOU's have been sent to districts; 19 have been received back
- 1,676,337.23 total funding requested
- 2,108,187.56 in total commitments by districts

K-12 Computer Science Curriculum Frameworks

On July 22nd the Computer Science Task Force (CSTF) voted unanimously to recommend

- that the Commissioner of Education that ADE begin the development process of a comprehensive K-12 Computer Science Framework, and
- that the ADE use the CSTA K-12 Standards a guiding document for the state's framework

development.

Computer Science PRAXIS Update

- Test at a glance: http://www.ets.org/s/praxis/pdf/5651.pdf
- 25 Arkansas educators took the exam during the June 15-26 window
- 171 is the current cut score
- 5 Passed - 20%
- All that passed, did so by at least 5 points or more
- 32% of testers made a 166 or above
- For Arkansas: mean 151, median 146, minimum 109, max 189, standard deviation 24.24
- Categories - % Correct
  - Technology Applications - State 82.78
  - Program Design and Development – State 55.41
  - Program Language Topics – 48.41
- Scheduled testing windows are August 10-22, 2015; Sept 8-19, 2015; Nov 2-14, 2015; Feb 1-13, 2016; April 4-16, 2016; and July 4-16, 2016
- Licensure has scheduled a state review of the current PRAXIS for August 12

Beliefs for Computer Science Education in Arkansas - formally adopted by the CSTF *(these have been submitted to the Governor's office for consideration)*

- Arkansas believes that every K-12 student in Arkansas deserves a premier computer science education that is suitable for his or her needs and can support his or her college and/or career aspirations.
- Arkansas believes that Arkansas will become and remain a national leader in computer technology careers through the implementation of a vertically articulated and comprehensive K-12 computer science education designed to support appropriate technological growth in all Arkansas students.
- Arkansas believes that, due to the nature of technology, computer science education development in Arkansas must be adaptable, dynamic, and ongoing and based on research by content area experts.
- Arkansas believes that professional development opportunities must be provided that meet the grade-band specific technological needs of educators in a modern society.
- Arkansas believes that Arkansas educators must provide their students with an education that will facilitate the advance of useful technological skills and promote their role as digital natives.
- Arkansas believes that appropriate and continued collaboration with stakeholders will lead to a sustainable computer science educational system that is beneficial to students and Arkansas.
- Arkansas believes that utilizing the wisdom of Arkansas educators who represent all grade levels, content areas, and regions of the state, in the development and periodic revisions of the K-12 Computer Science Standards is fundamental to ongoing successful implementation.
- Arkansas believes that Arkansas's current, potential, and future industries that use computer technology should play a vital role in the development, implementation, and evolution of computer science education in Arkansas.
- Arkansas believes that the Arkansas Department of Higher Education and Arkansas's institutions of post-secondary education are instrumental in establishing and adapting the goals of secondary computer science education in Arkansas.

- Arkansas believes that the Arkansas Department of Career Education has created a catalog of beneficial computer science courses that should evolve to become a component of this initiative and through which students can access additional areas of specialization.
- Arkansas believes that parents and other community members should be knowledgeable of the requirements of the Arkansas K-12 Computer Science Standards and be afforded the opportunity to provide feedback prior to adoption and revision of the standards.

CSTA Annual Conference

Carl Frank, teacher at ASMSA and President of the Arkansas Chapter of the Computer Science Teacher's Association received the National CSTA Advocate of the Year Award last week during CSTA's annual conference

ASMSA

ASMSA's delivery model for the 2015-16 school year was featured on both KARK and Fox 16 http://www.arkansasmatters.com/story/d/story/teachers-learn-computer-science-as-school-year-app/34794/rCkzB1fcZESDoRQmCOaX7g

LYNDA.COM

For the 2015-2016 school year, AETN is working to make a subscription to Lynda.com available to every Arkansas education through their ArkansasIDEAS Portal. Lynda.com is a leading online learning company that helps anyone learn business, software, technology and creative skills to achieve personal and professional goals. Lynda.com currently has over 3,500 courses containing over 144,000 videos and are adding an average of 60 courses per month. Educators can use these courses and videos to build content knowledge and assist with classroom instruction.

Coding Competition

We are working to attract (or having an Arkansas based industry begin) a national level coding competition to/in Arkansas

- http://www.hpcodewars.org/
- http://www.lockheedmartin.com/us/aeronautics/community-relations/codequest.html
- or similar

State Board of Education
Division of Learning Services
August 2015 Report
Dr. Debbie Jones

State Personnel Development Grant

The ADE was notified on July 20, 2015, that it would be awarded five million dollars for the State Personnel Development Grant to be used over a five-year period. Lisa Haley, the principal investigator of the grant worked with Jennifer Gonzales and a team of educators to design the proposal. This project will restructure Arkansas's Response to Intervention model using evidence-based personnel development to implement a multi-tiered system of supports for behavior and academics. Focused on state, regional and district-level implementation teams, evidence-based practices will provide sustainability over time to improve outcomes for all students, especially students with disabilities. Lessons learned from previous State Personnel Development Grants awarded to Arkansas, in addition to resources developed through those grants, provide a foundation for this project. Current literature and research-based practices around implementation of large-scale initiatives inform the restructuring of the state's multi-tiered system of supports.

Professional Development

Math Science Partnership Program

The Arkansas Department of Education Mathematics and Science Partnership Office have received the funding for 2015-2016 from the U. S. Department of Education. Arkansas received $1.68 million for competitive grants for professional development in the area of math and science. The focus of the grants for 2015-2016 is the implementation of the new K-8 Science Standards with emphasis in grades K-4. Universities and educational cooperatives from around the State have applied for these awards. The grant will fund the first year of a three-year cycle. Each grant can be continued for two additional years provided that funds are available from the U. S. Department of Education. The awardees will be notified in August 2015. A list of awards will be shared with the State Board of Education in September. Continuation awards will also be issued to universities and educational cooperatives completing the third year of funding for the grants issued in 2013-2014.

School Health Services

The Centers for Disease Control and Prevention (CDC) provides funding to State health agencies collaborating with State educational agencies to deliver technical assistance and training to district and school staff effectively contributing to childhood obesity by addressing school-based physical activity and nutrition opportunities for students. These CDC funds support a staff person at both the Arkansas Department of Education (ADE) and Arkansas Department of Health (ADH) in order to provide support for educationally relevant school health strategies to school districts. Program activities are expected to reinforce efforts, decreasing childhood obesity and chronic disease prevalence, as well as promote nutrition and physical activity as it relates to academic indicators, such as absenteeism and educational outcomes.

The intention of the Coordinated School Health Program is to promote the Whole School, Whole Community, Whole Child model (WSCC model included below), which is a collaborative approach to learning and health that bridged the community, the school and other sectors meeting the needs and reaching the potential of each child. Schools are encouraged to promote the health and wellbeing of students, staff, classrooms and schools, in order to develop a school environment which is most conducive for effective teaching and learning. The ten components of the Whole School, Whole Community, Whole Child model are Health Education; Physical Education & Physical Activity; Nutrition Environment & Services; Health Services; Counseling, Psychological & Social Services; Social and Emotional Climate; Physical Environment; Employee Wellness; Family Engagement; and Community Involvement.

Arkansas ranks:

- 32% of Arkansas kindergartners are overweight or obese *[2013-2014 ACHI State BMI Report]*
- 42% of Arkansas sixth graders are overweight or obese *[2013-2014 ACHI State BMI Report]*
- 72% of students did not receive the recommended 60 minutes of physical activity per day in the past week *[2013 Arkansas Youth Risk Behavior Survey]*
- 82% of students did not eat fruits/vegetables the recommended 5 times a day in the past week *[2013 Arkansas Youth Risk Behavior Survey]*

The School Health Services staff collaborate with a statewide network of non-profit and agency partners to provide resources, funding opportunities, professional development, and technical assistance to school district staff and wellness committee leaders within the ten WSCC Components. The Office of School Health Services annually provides four professional development opportunities, which reached 173 individuals at 51 school districts during the 2014-2015 school year, as well as hosted the 2015 School Health Conference this summer with over 130 attendees from 53 school districts. The Healthy School Board Award was presented at the conclusion of the School Health Conference, recognizing local school boards that have made exemplary efforts in their district to create and sustain a healthy school culture. Healthy School Board Award recipients were Cedar Ridge School District (enrollment under 1,000); Lamar School District (enrollment 1,001- 2,500); Benton School District (enrollment 2,501- 5,000); and Springdale School District (enrollment over 5,000). Dr. Tony Prothro of the Arkansas School Board Association and Tom Brannon of THV 11 presented the awards at the conclusion of the School Health Conference.

Curriculum & Instruction

The Arkansas 9-12 Science Standards Committee work began in June and continued in July to begin writing new high school science courses for Arkansas. A diverse committee of K-20 educators from across Arkansas met in June to become oriented on several aspects of the process and expectations as members of this committee. The committee was highly engaged by Brett Moulding, who facilitated a day of professional learning focused on the new vision for science education, how students will learn science differently by engaging in science phenomena, and how science instruction will change. In addition, the committee studied the two external reviews of the Arkansas Science Curriculum Frameworks (2005), as well as what other states have done to create high school science courses aligned to the Next Generation Science Standards. Arkansas is at the forefront of this secondary-level standards work among the 12 other adopting states and the District of Columbia. In July, the committee worked innovatively to draft six high school courses to meet the minimum high school science graduation requirements of three science courses for all students. Work will continue in October 2015 using these six primary courses to write additional science courses for science career focus credits. The six courses will be made available for public review in 2016.

Science Strategic Plan

The Science Strategic Plan is undergoing a bi-annual revision. Attention is being given specifically to expanding the communication plan to meet our goals to increase the number of teachers in Arkansas who are aware of the new Arkansas K-12 Science Standards, the implementation timeline, and professional development being offered by the State science specialists. The numbers of participants this summer are the highest since ADE began professional development on these standards in 2012. The Science Strategic Plan may be referenced here:

http://www.arkansased.gov/public/userfiles/Learning_Services/Curriculum%20and%20Instruction/Science_Standards/Strategic_Science_Plan.pdf

The ADE provides professional development through many venues beyond the educational cooperatives. Science sessions are provided for educators at the AASCD and AAEA conferences.

For additional information on the Arkansas K-12 Science Standards go to http://www.arkansased.org/divisions/learning-services/curriculum-and-instruction/arkansas-k-12-science-standards

Resources for Social Studies

National Geographic has created an Arkansas page containing resources aligned to the Arkansas Grade 7 Curriculum Standards. This site contains Resource Tables for each of the ten standards in the Grade 7 geography framework, links to National Geographic resources (e.g., activities, lessons, videos, vignettes); Map Resources which are divided into MapMaker 1-page customizable maps, and a link to MapMaker Interactive resources. More resources will be added throughout the late summer and 2015-16 school year. http://education.nationalgeographic.com/arkansas/

The **Social Studies Assessment, Curriculum, and Instruction (SSACI) collaborative** allows education agencies to draw from a large pool of experience that is not available when a state confronts challenges alone. Since the publication of the College, Career, and Civic Life C3 Framework for Social Studies State Standards (C3 Framework) in 2013, SSACI has been engaged in building instructional tools for more ambitious, inquiry-oriented social studies. The New York Toolkit containing 74 Inquiries is available for all teachers at http://www.c3teachers.org/. An **AR HUB** is under construction and available at http://www.c3teachers.org/arkansas. The AR page currently contains all materials on the Inquiry Design Model (IDM) provided at the 2-day workshop facilitated by Dr. Kathy Swan and Dr. John Lee at AETN in June. The AR HUB page will also house inquiries developed by AR teachers.

Arkansas Department of Education
Division of Learning Services

Bullying in Arkansas Public Schools – August 2015

Bullying – A National Perspective

According to the Centers for Disease Control and Prevention (CDC), bullying can result in physical injuries, social and emotional difficulties and academic problems. In a 2011 nationwide survey, 20% of high school students reported being bullied on a school campus and 16% of high school students reported being cyber bullied in the last 12 months prior to the survey.

In addition, Community Matters research on bullying and school climate indicates that by reducing bullying, there is improvement in school climate, academic achievement and student attendance. At the same time, the negative financial impact of student absences and disciplinary infractions decreases.

Legislation on Bullying in Arkansas

The physical, social, and emotional well-being of students can be impacted by unwanted aggressive behavior or bullying.

In accordance with A.C.A. § 6-18-514, all public school students have the right to receive their education in an environment that is reasonably free from substantial intimidation, harassment, or harm or threat of harm by another student, in person or by electronic means.

Act 115 https://drive.google.com/file/d/0BxrthnQodwRXcU9rVE5FNjJIbEU/view **of 2007 – An Act to Define Bullying to include Cyberbullying in Public School District Anti-bullying Policies**

Act 905 https://drive.google.com/file/d/0BxrthnQodwRXajk1czMzZnVXaHc/view?pli=1 **of 2011 – An Act to Establish the Crime of Cyberbullying**

Public School Student Services Act
https://drive.google.com/file/d/0BxrthnQodwRXOVV6T01mSVRYQjQ/view?pli=1 **- Arkansas Code Annotated § 6-18-1005(a)(5)(C)**

Arkansas Bullying Discipline Referrals 2013-2015

The ADE Data Center Statewide Information System Report contains the most current data on bullying incidents in Arkansas schools. During the 2013-2014 school year, there were 6094 total disciplinary referrals in Arkansas schools for bullying. Data for the 2014-2015 school year indicates that there were 6465 referrals. The following link to the ADE Data center provides additional information by district.

https://adedata.arkansas.gov/statewide/Districts/DisciplinaryInfractions.aspx

Statistics on Bullying Behaviors

2013 Arkansas Youth Risk Behavior Survey Results:

Arkansas high school students completed this survey and shared their perception about risk behaviors in Arkansas public schools.

Question 24 – Percentage of students who had ever been bullied on school property during the last 12 months

By Grade				**By Gender**		**By Race**			**Total**
9th	10th	11th	12th	Male	Female	Black	Hispanic/Latino	White	
32.7	23.7	23.0	18.7	20.4	29.2	17.4	23.9	27.1	25

Change from 2011 to 2013

2011	2013	Change from 2011-2013
21.9	25	No change

Question 25 – Percentage of students who had ever been electronically bullied during the last 12 months.

By Grade				**By Gender**		**By Race**			**Total**
9th	10th	11th	12th	Male	Female	Black	Hispanic/Latino	White	
19.3	15.7	18.5	16.4	10.7	24.4	13.5	16.2	19	17.6

Change from 2011 to 2013

2011	2013	Change from 2011-2013
16.7	17.6	No change

National health objectives and leading health indicators from Healthy People 2020, measured by the National Youth Risk Behavior Survey (YRBS) 2013

Percentage of high school students who were electronically bullied and who were bullied on school property, by sex, race/ethnicity, and grade — United States, Youth Risk Behavior Survey, 2013

Electronically Bullied								
9th	10th	11th	12th	Male	Female	Black	Hispanic/Latino	White
16.1	21.9	20.6	18.3	8.5	21.0	8.7	12.8	16.9
Bullied on School Property								
9th	10th	11th	12th	Male	Female	Black	Hispanic/Latino	White
25.0	22.2	16.8	13.3	15.6	23.7	12.7	17.8	21.8

Additional statistics on bullying across the United States can be found at the following link:
http://nobullying.com/bullying-statistics-2014/

Anti-Bullying Resources

Stop Bullying
http://www.stopbullying.gov/

SAMHSA (Substance Abuse and Mental Health Services Administration)
http://www.samhsa.gov/

SAMHSA (Substance Abuse and Mental Health Services Administration) Bullying App
http://store.samhsa.gov/apps/knowbullying/index.html

Eyes On Bullying – A Guide for Grandparents
http://www.eyesonbullying.org/pdfs/bullying-prevention-guide-for-grandparents.pdf

Common Sense Education
https://www.commonsensemedia.org/educators/cyberbullying-toolkit

It's My Life
http://pbskids.org/itsmylife/friends/bullies/index.html

American Psychological Association
http://www.apa.org/topics/bullying/index.aspx

Centers for Disease Control and Prevention - School Violence: Prevention Tools and Resources
http://www.cdc.gov/violenceprevention/youthviolence/schoolviolence/tools.html

Arkansas Children's Hospital Injury Prevention Center
http://www.archildrens.org/Services/Injury-Prevention-Center.aspx

ADE Anti Cyber-Bullying Resources:
http://www.arkansased.gov/divisions/communications/safety/cyber-security-resources

Arkansas IDEAS - Bullying Prevention: Moving from a Culture of Cruelty to a Culture of Caring
http://lms-1.aetn.org/ (This link requires user name and password)

Measuring Bullying Victimization, Perpetration, and Bystander Experiences: A Compendium of Assessment Tools
http://www.cdc.gov/violenceprevention/pdf/bullycompendium-a.pdf

References:

2013 Arkansas Youth Risk Behavior Survey
National Youth Risk Behavior Survey (YRBS) 2013
NoBullying.com
Community-Matters.org
Centers for Disease Control and Prevention (CDC)
National Association of Secondary School Principals
American School Counselor Association

August 2015 - State Board of Education Meeting Update
Assessment Unit

K2 Assessment

The Assessment office is currently researching K-2 assessment options for 2016-2017. The current plan is to issue a Request for Proposal in the fall of 2015, train K2 teachers in the summer of 2016 and implement the new assessment in the 2016-2017 school year. The unit is using the work of the task force, led by Dr. Denise Airola as a guide for choosing the new assessment.

ACT and ACT Aspire

- **Communications** – Since the July State Board of Education meeting, the Assessment unit has been working to provide communications to the field regarding ACT and ACT Aspire and the changes in assessment for 2015-2016. Below is a list of all communications from the Assessment office related to the transition to ACT and ACT Aspire:
    - Two Commissioner's Memos have been released: LS-16-003 containing the testing calendar and LS-16-004 announcing a statewide informational webinar, hosted by the Assessment office on July 21, 2015 at 9:00 a.m. There were over 300 participants from across the State that attended the webinar. The recording of the webinar, along with the supporting PowerPoint presentation, have been posted on the Assessment page of the Arkansas Department of Education (ADE) website.
    - The attached informational flyer was sent to all superintendents and released via social media to help educate the public about the switch in assessments and places to find resources.
    - Hope Allen hosted a communications session for all ADE employees about the change in assessments and has presented for educational service cooperatives when requested.
- **Training** – Work has begun with ACT to develop an ACT and ACT Aspire professional development plan for the coming year. This plan includes face-to-face training from Pearson, ACT, ACT Aspire and the Assessment unit. Schools will receive training on technology requirements in the fall and assessment administration in the spring. The Assessment unit is working closely with both the Curriculum & Instruction and Professional Development units to ensure all ADE personnel are educated on the changes in assessment as they work with schools.

Accommodations – The Assessment unit is working closely with the Special Education (SPED) unit to provide information to schools about changes in accommodations. A Commissioner's Memo was released specifying which course codes to use for SPED students, who will be tested by grade, how to modify individualized education programs (IEPs) to include the acceptable accommodations for ACT Aspire, and webinar information provided by the Assessment and SPED units regarding accommodations for ACT Aspire. The attached PowerPoint outlines the accommodations that are currently available for Arkansas students on ACT Aspire.

The accessibility features/accommodations that would most benefit students with dyslexia during the ACT Aspire assessment are:

Accommodation	Reading	English	Writing	Math	Science
Human Reader (English Audio) – *PBT only*	Directions Only	Directions Only	Yes	Yes	Yes
Text-to-Speech (English Audio)	Directions Only	Directions Only	Yes	Yes	Yes

Human Reader (English Audio) is available for only paper summative testing. Extra time of 300% is strongly recommended for this paper form test support but is not automatically assigned. Students are not required to sit for the entire extended time period.

Text-to-Speech (TTS English Audio) is available on the online summative and periodic testing. The use of this accommodation includes 300% extra time for only summative testing. Extra time of 300% is recommended for this periodic test but is not automatically assigned.

Both accommodations listed above require an IEP or 504 plan.

Accommodation	Reading	English	Writing	Math	Science
Dictate Responses *(Note: Extra time is an accommodation.)*	Yes	Yes	Yes	Yes	Yes

Dictated Responses **require** a one-to-one individualized administration and allows the student to dictate their response and trained room supervisor or proctor to scribe the response exactly as dictated. This includes: spoken dictation, use of AAC device to dictate responses without voicing (including braille note taking), and word-predicting AAC devices if the student independently selects the appropriate word (spelling and grammar functionality must be turned off). Extra time of 300% is strongly recommended but is not automatically assigned. Students are not required to sit for the entire extended time period.

This feature is available to all students, but must be identified in advance.

Accommodation	Reading	English	Writing	Math	Science
Keyboard or AAC + Local Print	Yes	Yes	Yes	Yes	Yes

Keyboard or AAC + Local Print allows the student to respond using full physical keyboard response input with local printout, either via local word processor software or through local AAC device. Specific transcribing procedure is **required**. The room supervisor must return the original student work. Spelling and grammar functions **must** be turned off. Word-predicting AAC devices may be used if the student independently selects the appropriate word. Extra time should be provided with this support (note: extra time is an **accommodation**). This feature is available to all students, but it must be identified in advance.

ACT Aspire

Accessibility System: Levels of Support

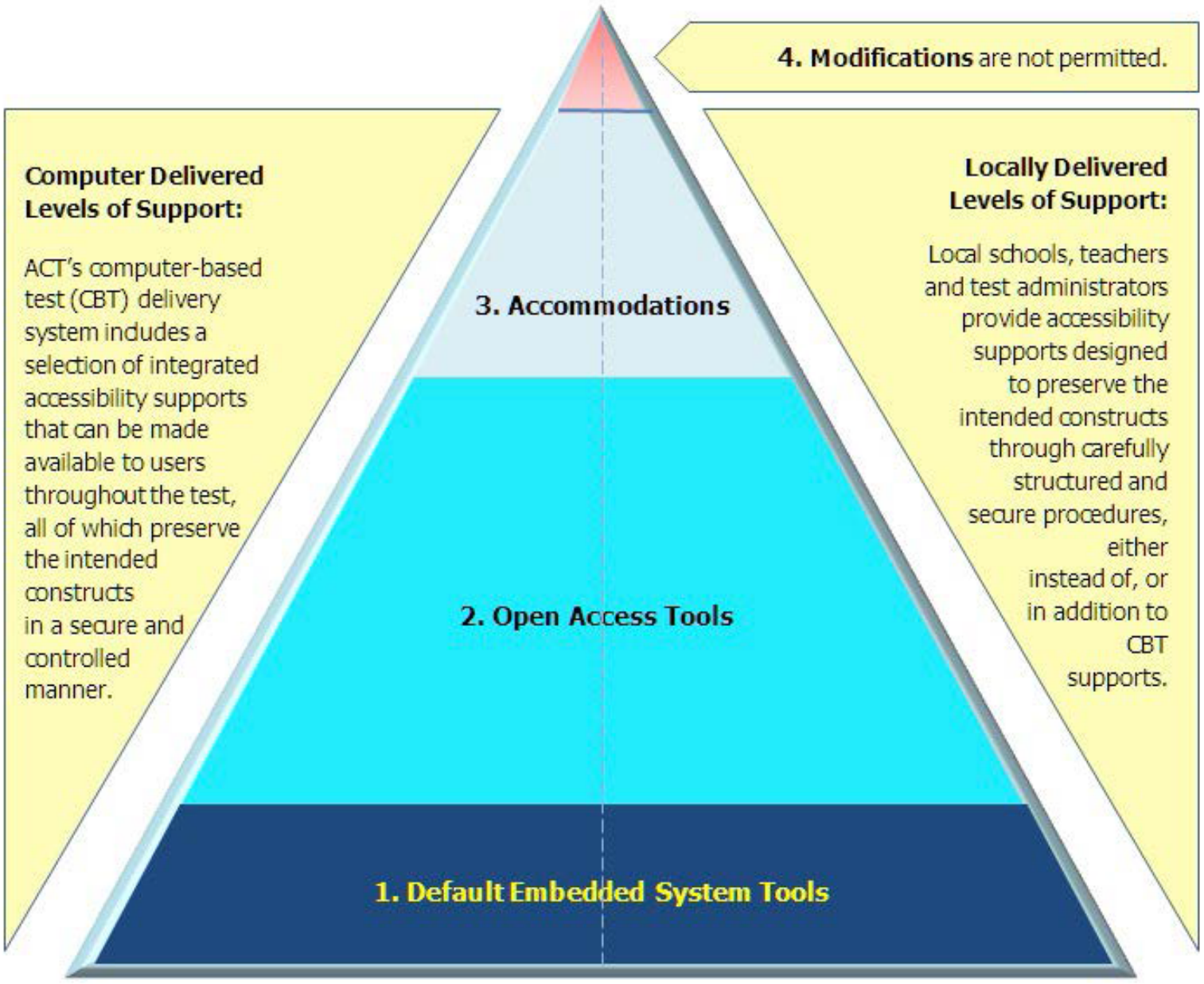
presented by

Jared Hogue, Student Assessment Specialist
Assessment Unit
Arkansas Department of Education

July 10, 2015

Levels of Support:

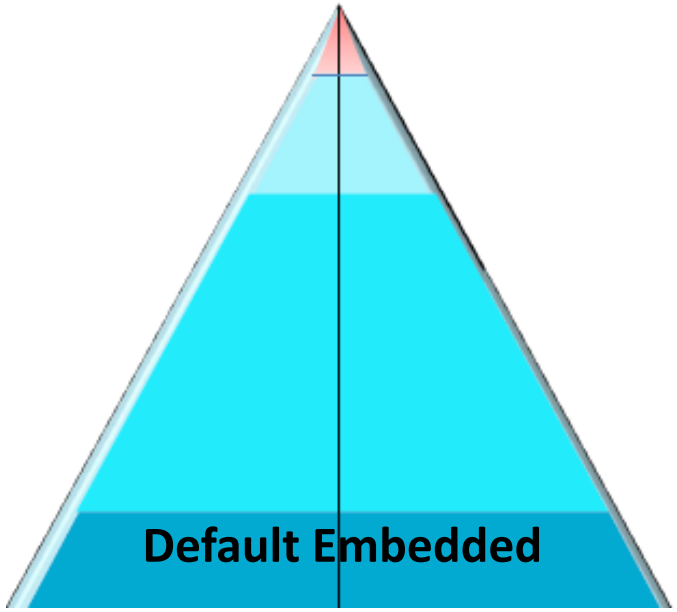
- Support Level One – Default Embedded System Tools
- Support Level Two – Open Access Tools (PNP required)
- Support Level Three – Accommodations (PNP required)
- Support Level Four – Modifications



Width of the triangle above shows the proportionate number of students who use that set of accessibility tools.

ARKANSAS DEPARTMENT OF EDUCATION
LEADERSHIP SUPPORT SERVICE

Default Embedded System Tools



Default Embedded System Tools are…

common supports made available to all users upon launch/start of the test. These tools are either embedded in the basic computer test delivery platform, or they may be locally provided as needed. No advance request is needed for these supports. A PNP is not needed.

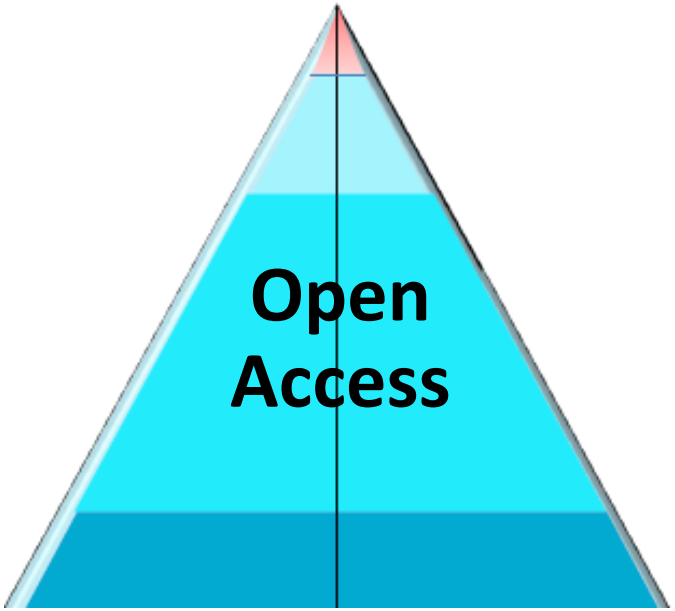
Default Embedded System Tools

Embedded suppports	Reading	English	Writing	Math	Science
Answer Eliminator	Yes	Yes	Yes	Yes	Yes
Highlighter †	Yes	Yes	Yes	Yes	Yes
Scratch Paper	Yes	Yes	Yes	Yes	Yes
Calculator (Grades 6 - EHS)	*	*	*	Yes	*
Mark Item for Review	Yes	Yes	Yes	Yes	Yes
Browser Zoom (Online)	Yes	Yes	Yes	Yes	Yes
Browser Cut, Copy, and Paste (Online)	Yes	Yes	Yes	Yes	Yes

† Available spring 2016

ARKANSAS DEPARTMENT OF EDUCATION
LEADERSHIP SUPPORT SERVICE

Open Access Tools



Open Access Tools are…

available to all users but must be identified in advance in the PNP, planned for, and then selected from the pull-down menu inside the test to be activated (online), or else provided locally. A PNP is needed.

Open Access Tools

Open Access Tools	Reading	English	Writing	Math	Science
Answer Masking	Yes	Yes	*	Yes	Yes
Respond in Test Booklet or on Scratch/Separate Paper	Yes	Yes	Yes	Yes	Yes
Dictate Responses *(Note, extra time is an accommodation.)*	Yes	Yes	Yes	Yes	Yes
Keyboard or AAC + Local Print	Yes	Yes	Yes	Yes	Yes
Magnifier	Yes	Yes	Yes	Yes	Yes
Line Reader	Yes	Yes	Yes	Yes	Yes
Color Contrast †	Yes	Yes	Yes	Yes	Yes

† Available spring 2016

These General Test Condition supports were previously available to Arkansas students as "Administrative Considerations." They are still available to all, but now require a PNP.

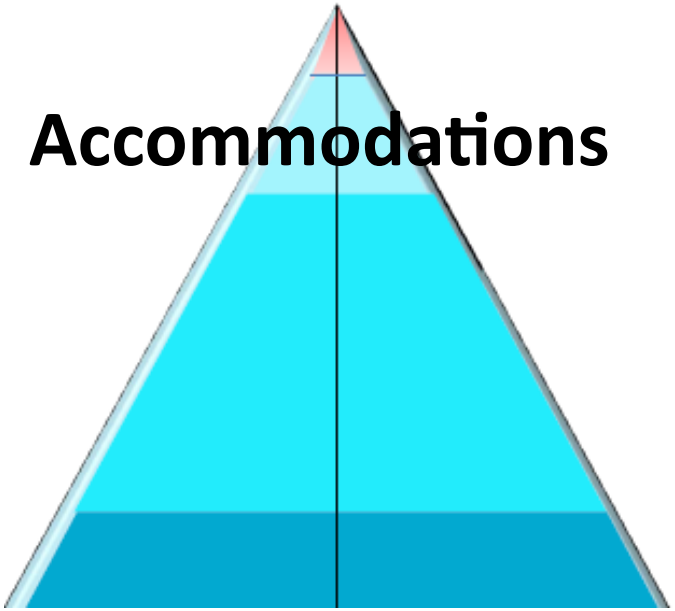
Open Access Test Cond.	Reading	English	Writing	Math	Science
Breaks: Supervised within Each Day	Yes	Yes	Yes	Yes	Yes
Special Seating/Grouping	Yes	Yes	Yes	Yes	Yes
Location for Movement	Yes	Yes	Yes	Yes	Yes
Individual Administration	Yes	Yes	Yes	Yes	Yes
Home Admin, Other Admin *	Yes	Yes	Yes	Yes	Yes
Audio Env., Visual Env.	Yes	Yes	Yes	Yes	Yes
Physical/Motor Equipment	Yes	Yes	Yes	Yes	Yes

** ADE has previously disallowed testing at home or "other" locations. Whether ADE will allow this feature for 2015-2016 testing is still uncertain.*

Differences From Last Year

While the mathematics text-to-speech and human reader features were available to all students last year, ACT Aspire lists this feature as an accommodation, meaning it is ***only available for students with a disability having an IEP or 504 plan****.*

Accommodations



Accommodations are…

high-level accessibility tools needed by relatively few students. The ACT Aspire system requires accommodation-level supports to be requested by educational personnel on behalf of a student through the online PNP process. This will allow any needed resources to be assigned and documented for the student.

Accommodations

Accommodations	Reading	English	Writing	Math	Science
Human Reader (English Audio) – *PBT only*	Directions Only	Directions Only	Yes	Yes	Yes
Human Reader (English Audio + Orienting Description) –*PBT only* †	Directions Only	Directions Only	Yes	Yes	Yes
Text-to-Speech (English Audio)	Directions Only	Directions Only	Yes	Yes	Yes
Text-to-Speech (English Audio + Orienting Description) †	Directions Only	Directions Only	Yes	Yes	Yes
Abacus	*	*	*	Yes	*

† with Braille + Tactile Graphics

Accommodations

Accommodations	Reading	English	Writing	Math	Science
American Sign Language (ASL): Directions Only (English Text) – *PBT only*	Yes	Yes	Yes	Yes	Yes
American Sign Language (ASL): Test Items (English Text) – *PBT only*	*	*	Yes	Yes	Yes
Signing Exact English (SEE): Directions Only (English Text) – *PBT only*	Yes	Yes	Yes	Yes	Yes
Signing Exact English (SEE): Test Items (English Text) – *PBT only*	*	*	Yes	Yes	Yes

Accommodations

Accommodations	Reading	English	Writing	Math	Science
Braille, Contracted, Includes Tactile Graphics *- PBT only*	Yes	Yes	Yes	Yes	Yes
Braille, Uncontracted, Includes Tactile Graphics *- PBT only*	Yes	Yes	Yes	Yes	Yes
Braille, Contracted, Includes Tactile Graphics (TTS Audio) ††					
Braille, Uncontracted, Includes Tactile Graphics (TTS Audio) ††					

†† Braille is only available as PBT for 2015-2016

Accommodations

Accommodations	Reading	English	Writing	Math	Science
Translated Directions (Locally Provided) (Spanish is embedded online.)	Yes	Yes	Yes	Yes	Yes
Word-to-Word Dictionary – ACT Approved	*	*	Yes	Yes	Yes
Text-to-Speech (Spanish Audio) Item Translation †††					
Extra Time	Yes	Yes	Yes	Yes	Yes
Breaks: Securely Extend Session over Multiple Days** *- PBT only*					

††† Arkansas only allows testing in English.

** *ADE has previously disallowed this. Whether ADE will allow this feature for 2015-2016 testing is still uncertain.*

Differences From Last Year

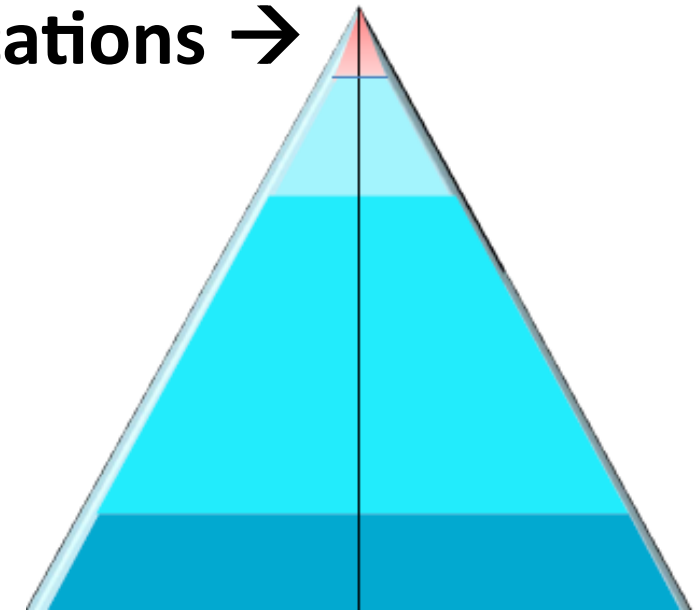
- *TTS and Human Reader accommodations **are not allowed** for English and Reading sections.*
- *Students using a human reader accommodation must take the paper-based test.*
- *Students using sign language accommodations must take the paper-based test.*
- *All human reader/signer accommodations must be delivered 1:1.*

Differences From Last Year cont.

- *Word-to-word dictionary must be "non-electronic" and are only available on math, writing, and science sections. They are not allowed on English and reading.*
- *There is no transcription option for sign language users. Responses must be written in English.*

Modifications

Modifications →



Modifications are…

supports that are sometimes used during instruction, but they alter what the test is attempting to measure and thereby prevent meaningful access to performance of the construct being tested. Because modifications violate the construct being tested, they invalidate performance results and communicate low expectations of student achievement.

Modifications are **not** permitted during ACT Aspire testing.

Administration Procedures for Accessibility Supports…

can be found on pages 28 – 39 and detail protocols for use of accessibility supports before, during, and after the test.

Appendices

Appendix A [p. 40]: Personal Needs Profile (PNP) Worksheet

Appendix B [p. 45]: General Response Dictation and Scribing Procedures (Summative Testing Only)

Appendix C [p. 49]: Guidelines for Sign Language Interpretation

Appendix D [p. 54]: Approved Bilingual Word-to-Word Dictionaries

Appendix E [p. 66]: Procedures for Local Delivery of Read-Aloud Support

Should you have questions or need more information, please contact:

Jared Hogue
Student Assessment Specialist: 501-682-4946
Accommodations and Alternate Assessments jared.hogue@arkansas.gov
ADE Assessment Unit

-or-

Robin Stripling
Curriculum and Assessment Coordinator 501-682-4221
ADE Special Education Unit robin.stripling@arkansas.gov

The ACT and ACT Aspire

Assessment Systems

Arkansas law requires that all public school students participate in a statewide assessment. Beginning with the 2015-2016 school year, Arkansas schools will administer ACT Aspire's summative assessment to all students in grades 3-10. The ACT is optional for 11th graders and will be paid for by the state.

The ACT

* **What is the ACT?**
The ACT is a national college entrance exam.

* **Who takes the ACT?**
11th graders

* **Which subjects will be tested?**
English, math, reading, and science

* **What is the testing format?**
online or paper

* **Where will the test be taken?**
at each student's high school

* **Are accommodations available to students with documented disabilities?**
Yes, in most cases if approved by ACT, http://www.actstudent.org/regist/disab/

* **Where can I find more information about the ACT?**
http://www.actstudent.org

ACT Aspire

* **What is ACT Aspire?**
ACT Aspire is a testing system that includes a required summative assessment and optional periodic assessments.

* **Which part of the system is required?**
summative

* **Which parts of the system are optional?**
interim (3 per grade; per content area)
classroom (5 per grade; per content area)

* **Who will be tested?**
all students in grades 3 - 10 who do not qualify for an alternate

* **Which subjects will be tested?**
reading, English, writing, math, and science

* **Are accommodations and accessibility features available?**
Yes, http://www.discoveractaspire.org/assessments/accessibility/

* **Where can I find more information about ACT Aspire?**
http://www.discoveractaspire.org

What is the format of the assessments?

ACT Aspire's summative piece is available online, and schools may request a paper waiver. The optional periodic assessments (classroom and interim) are only available online. The ACT will be given online, and schools may request a paper waiver.

When will students be tested?

The ACT - optional grade 11
March 1 - 15 online format
March 1 paper format

ACT Aspire Summative - grades 3-10
April 11 - May 13 online format
April 18 - 29 paper format

What are the technical requirements for ACT Aspire?

http://www.discoveractaspire.org/assessments/technical-requirements/

Do you have any further questions?
Contact the office of Student Assessment at (501) 682-5300.

2015-2016 ASSESSMENT

Arkansas Department of Education

Hope Allen, Director of Assessment

Testing Calendar

- Commissioner's Memo LS-16-003

- http://adesharepoint2.arkansas.gov/memos/Lists/Approved%20Memos/DispForm2.aspx?ID=1597&Source=http%3A%2F%2Fadesharepoint2%2Earkansas%2Egov%2Fmemos%2Fdefault%2Easpx

Remediation and AIPs

- Commissioner's Memo LS-15-058: http://adesharepoint2.arkansas.gov/memos/Lists/Approved%20Memos/DispForm2.aspx?ID=1479

K-2 ASSESSMENT

Qualls and IOWA

- **Kindergarten**
  - Qualls Early Learning Inventory
- **Grades 1 & 2**
  - Iowa Assessments
  - Paper/pencil only

Changes are coming for 2016-2017

ACT ASPIRE

Grades 3-10

ACT Aspire in 2015-2016

- Administered at grades 3 – 10
- ELA (English, Reading and Writing), Mathematics, and Science *(at all grades)*
- Administered online
  - Paper waivers TBD

Testing Schedule

- Computer window
  - April 11 – May 13, 2016

- Paper Window
  - April 18- April 29

What has been replaced?

- Benchmark Science
- PARCC assessments
- Explore
- PLAN
- VUAA
- EOC Exams

Time of the Assessment

Understanding
The Demands On Your Time

Assessment
should always assist and guide instruction – not overwhelm it.

Timing in Minutes

Grade	English	Writing	Reading	Math	Science
3	30	30	60	55	55
4	30	30	60	55	55
5	30	30	60	55	55
6	35	30	60	60	55
7	35	30	60	60	55
8	35	30	60	65	55
Early High School	40	30	60	65	55

Grades 3,4,5: *3 hours, 50 minutes*
Grades 6,7: *4 hours*
Grade 8: *4 hours, 5 minutes*

Design of the Test

- Technical Bulletin #1 – Contains blueprint and alignment

Table 3. Points and Proportion of Points by Item Type for ACT Aspire English Assessments

	Grade Level						
	3	**4**	**5**	**6**	**7**	**8**	**EHS**
Total	25	25	25	35	35	35	50
MC	21–22	21–22	21–22	31–33	31–33	33–35	48–50
	.84–.88	.84–.88	.84–.88	.89–.94	.89–.94	.94–1.0	.96–1.0
TE	3–4	3–4	3–4	2–4	2–4	0–2	0–2
	.12–.16	.12–.16	.12–.16	.06–.11	.06–.11	0–.06	0–.04

Notes. EHS = Early High School (Grades 9 and 10); MC = Multiple-Choice; TE = Technology-Enhanced. Paper-and-pencil tests do not have TE items. MC items are used in their place.

Table 4. Points and Proportion of Points by Content Category for the ACT Aspire English Assessments

	Grade Level						
	3	**4**	**5**	**6**	**7**	**8**	**EHS**
Total	25	25	25	35	35	35	50
POW	9–11	6–8	6–8	11–13	9–11	9–11	12–14
	.36–.44	.24–.32	.24–.32	.31–.37	.26–.31	.26–.31	.24–.28
KLA		2–4	2–4	2–4	4–6	4–6	6–8
		.08–.16	.08–.16	.06–.11	.11–.17	.11–.17	.12–.16
CSE	14–16	14–16	14–16	19–21	19–21	19–21	29–31
	.56–.64	.56–.64	.56–.64	.54–.6	.54–.6	.54–.6	.58–.62

Note. POW = Production of Writing; KLA = Knowledge of Language; CSE = Conventions of Standard English.

Specifics

- **Grades 3-8**
  - Grade specific
  - No predictor for ACT Score

- **Grades 9 and 10**
  - Early High School Assessment
  - Predictor for ACT Score
  - Not course specific
  - Students will be tested by grade enrolled

Accommodations

- Accessibility User's Guide
  - Webinar to come with more information
  - ADE will approve accommodations

Online Resources

- http://actaspire.pearson.com
- http://www.discoveractaspire.org

ACT Aspire Periodic Assessments

- Paid for by the state
- Voluntary for schools to use
- 3 Interims and multiple classroom assessments
- Available late Fall
- Online only
- More info to come

THE ACT

Grade 11 only

The ACT in 2015-2016

- Available for all students in grade 11 only
- Optional (on a student by student basis)
  - Not used in Accountability calculations
  - Data is shared
- Paid for by the state
- Online or Paper administration
- Can be used for all scholarship/admission purposes

Testing Schedule for The ACT

- Online administration available
  - March 1 – March 15, 2016
- Paper-based administration
  - March 1, 2016
  - Make-up March 15, 2016

Accommodations

- **Services for Examinees with Disabilities**
  - Webinar to come with more information
  - ACT will approve accommodations

ALTERNATE ASSESSMENT

NCSC

- Significantly Cognitively Disabled Students Grades 3-8 yearly and Grade 11
- Math and ELA only
- Computer Based only
- Testing Window
  - March 28 – May 6

Science Portfolio

- Significantly Cognitively Disabled Students
- Grades 5, 7 and 10 only
- Science only
- Online Portfolio Submission
- Testing Window
  - March 18 – Final date to submit online portfolio

ELPA21

- English Language Proficiency Assessment
- All ELL students not exited from ESL
- Grades K-12 yearly
- Reading, Writing, Speaking and Listening
- Computer Based only
- Testing Window
  - February 1- March 11

Testing in 2015-2016

- Online testing
  - Will require local management of data systems
  - Knowledge of Excel is a must
- Testing windows
  - Schools will set their testing schedules
- ADE is here to support

What will not be part of the program?

- No mid-year tests will be administered
- No PLAN or Explore
- VUAA program is replaced by the ACT
- No EOC exams
  - Algebra 1, Geometry, or Biology

What Can we Expect Next?

- The 2015-2016 testing calendar is out via Commissioner's Memo LS-16-003
- Information about ACT Aspire is being developed
- Training for ACT Aspire will be provided to DTCs in the fall

A LOOK BACK

What have we learned?

What did we learn last year?

- Successful districts had Test Coordinators and Technology Coordinators work together to plan for online testing
- Planning ahead for technology issues/glitches was critical
- Training test administrators to be comfortable with the online system was a key to a successful administration
- Measures to maintain online test security were not emphasized adequately
- Flexibility was a must
- Students are incredibly resilient

What did we learn last year?

- We need to learn how to use Excel spreadsheets
- Online data systems require maintenance
- Online testing systems need to be updated and managed
- Students do not stay in one school throughout the testing window
- We need procedures when students move during testing
- The duties of the DTC has changed
- Device capacity impacts schedule length
- Data in eSchoolPLUS is NOT always accurate…….

SO.....

This really happened….

- Same student had 2 *or more* records in eSchoolPLUS
  - *Why?*
    - Student moved to a new school
    - New school did NOT check current state ID or SSN
    - New school enrolled with a new 900 number or unverified SSN
    - Result: new record with new state ID

- Student took the same online test more than once
  - *Why?*
    - New school did not check with former school to verify testing
    - New school did not call the ADE to inquire if student had tested
    - Staff were not trained to know what to do with a transfer

This really happened….

- Student records disappeared or other students “took over” a record in PAN
  - *Why?*
    - School personnel exported a file from PAN
    - Updated data in the file without changing all rows or with filter on
    - Uploaded the file into PAN
    - Result: merging of records
- Districts created new sessions AFTER testing
  - *Why?*
    - Uploaded a file to update data in PAN
    - Included a column that created new sessions

eSchoolPLUS™

Triand

ADE

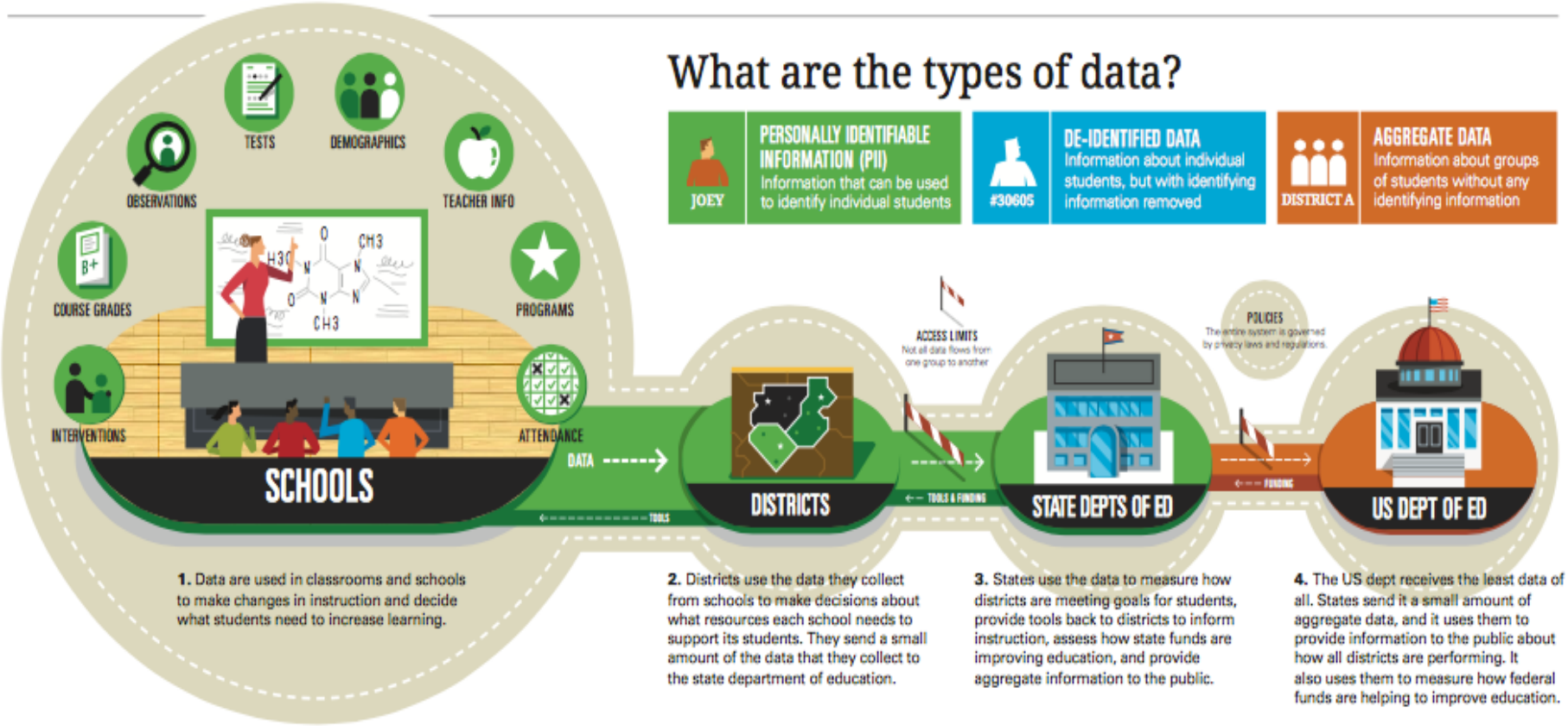
Assessment Vendors

Reporting

Who uses student data?

Most personal student information stays local. Districts, states, and the federal government all collect data about students for important purposes like informing instruction and providing information to the public. But the type of data collected, and who can access them, is different at each point. From schools to the U.S. Department of Education, see how student data are—and are not—accessed and used.

Produced by DQC DATA QUALITY CAMPAIGN dataqualitycampaign.org



PARENTS — Parents have access to information about their own children, using it to help them learn.

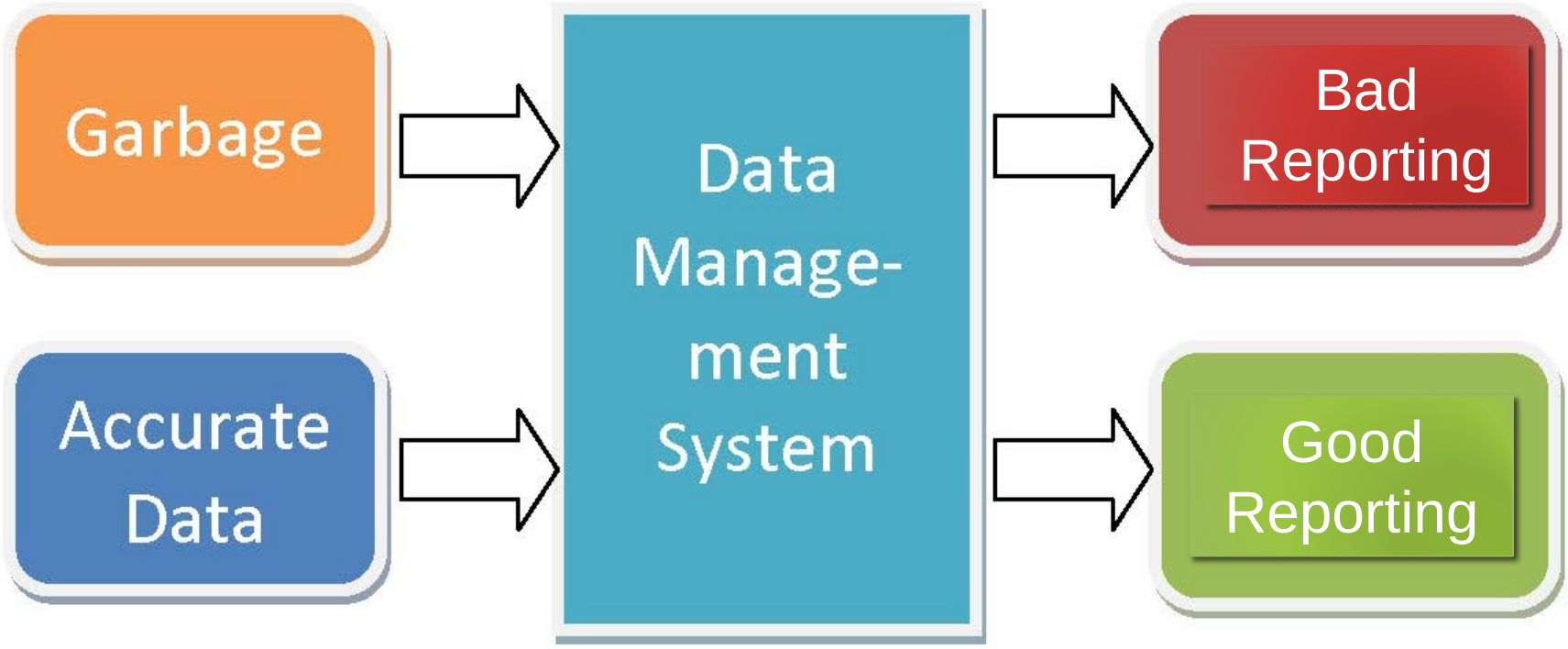
TEACHERS & PRINCIPALS — Teachers have access to information about the individual students in their classroom. They use it to understand how their students are learning and help each student be successful.

SERVICE PROVIDERS — Schools and districts rely on service providers to manage instructional tools and some critical functions, like transportation. These third parties sometimes need PII, but only get access to the data

RESEARCHERS — With a clear plan, researchers can get access to de-identified and aggregate data to study what is helping students learn in a district or state.

THE PUBLIC — Members of the public, including neighbors, future employers and elected officials, only get to see aggregate reports—never information about individual students. They use the information to understand how districts and schools in their

The Data Cycle?



What Can Our District Do?

- Investigate your school/district procedure for entering and maintaining data in all systems
  - Who enters it?
  - Is it verified/checked by anyone else?
  - Who has the task of communicating updates and changes to be entered?
  - What is the procedure when a new student enrolls?
  - Do you have processes in place to ensure each student has accurate data in the system and for reporting?
  - If an assessment report is incorrect, verify if the information was gridded or incorrect in eSchoolPLUS
    - Make the changes necessary as soon as discovered
  - Double-check procedures around students who do not have a SSN

PARCC 2015 REPORTS

PARCC 2015 Reports

- Individual Student Report (ISR)
  - Hardcopies shipped to the school district
    - 2 for ELA/Literacy (parent and school copy)
    - 2 for Math (parent and school copy)
- Aggregate reports
  - Posted in Published Reports on PearsonAccess^{next}
    - PARCC Student Roster Reports (school)
    - PARCC Summary Reports (district)
    - PARCC ISRs (PDF versions of the hard-copy reports)
- Report dates TBD based on standard-setting timetable

PARCC 2015 Reporting

PERFORMANCE LEVEL DEFINITIONS

Below is a brief description of how well students demonstrate understanding of subject matter at each performance level.

- **Level 5:** Student demonstrated a **distinguished understanding** of subject matter.
- **Level 4:** Student demonstrated a **strong understanding** of subject matter.
- **Level 3:** Student demonstrated an **adequate understanding** of subject matter.
- **Level 2:** Student demonstrated a **partial understanding** of subject matter.
- **Level 1:** Student demonstrated a **minimal understanding** of subject matter.

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PARCC 2015 REPORTS

Individual Student Reports (ISR)

FIRSTNAME1 M. LASTNAME1
Date of Birth: 05/08/2002 ID: 99999999 **Grade: 3**
SAMPLE DISTRICT NAME
SAMPLE SCHOOL ONE NAME
ARKANSAS

ENGLISH LANGUAGE ARTS / LITERACY
Grade 3 Assessment, 2014–2015

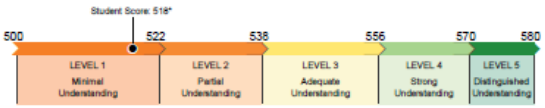
This report provides information about your child's performance on the PARCC English language arts/literacy assessment overall, and in the areas of reading and writing. To learn more about how you can use this report to help your child, go to parcconline.org/score-reports.

OVERALL PERFORMANCE

Level 1

Your child performed at **Level 1** and earned a **score of 518***.

Your child demonstrated a **minimal understanding** of subject matter.



* MARGIN OF ERROR	SCHOOL AVG	DISTRICT AVG	STATE AVG	PARCC AVG
± 3	561	565	558	569

READING PERFORMANCE

SCORE **37**
Range: 0–40
Margin of error: ± 2

AVG OF STUDENT AT LEVEL 3: **36**

SCHOOL AVG	DISTRICT AVG	STATE AVG
40	39	35

WRITING PERFORMANCE

SCORE **18**
Range: 0–20
Margin of error: ± 3

AVG OF STUDENT AT LEVEL 3: **15**

SCHOOL AVG	DISTRICT AVG	STATE AVG
14	20	19

The information below shows how your child performed in key areas of English language arts/literacy compared to students whose overall performance was Level 3. Students at Level 3 demonstrate adequate understanding of grade level subject matter and are likely prepared for the next grade level.

LITERARY TEXT

In this area of reading your child performed at or above students performing at Level 3

At Level 3, students demonstrate adequate comprehension of grade-level literary texts such as poetry, fiction, and drama.

INFORMATIONAL TEXT

In this area of reading your child performed below students performing at Level 3

At Level 3, students demonstrate adequate comprehension of grade-level informational texts about history, science, art, music, as well as literary non-fiction.

VOCABULARY

In this area of reading your child performed near students performing at Level 3

At Level 3, students demonstrate ability to use context to determine the meanings of words and phrases.

WRITING EXPRESSION

In this area of writing your child performed below students performing at Level 3

At Level 3, students demonstrate adequate writing skills where the ideas are adequately developed, organized, and clear.

KNOWLEDGE AND USE OF LANGUAGE CONVENTIONS

In this area of writing your child performed near students performing at Level 3

At Level 3, students demonstrate an adequate grasp of standard English grammar, spelling, and usage in their writing.

LEGEND

Below	Near	At or above
students performing at Level 3	students performing at Level 3	students performing at Level 3

07022015-Z9999999-23456-7021- 0000000

FIRSTNAME1 M. LASTNAME1
Date of Birth: 05/08/2002 ID: 99999999 **Grade: 3**
SAMPLE DISTRICT NAME
SAMPLE SCHOOL ONE NAME
ARKANSAS

ENGLISH LANGUAGE ARTS / LITERACY
Grade 3 Assessment, 2014–2015

ABOUT THIS REPORT

1. **What are the PARCC assessments?** Our state academic standards are designed to prepare all students for success after high school in college and careers. The PARCC (Partnership for Assessment of Readiness for College and Careers) assessments are designed to measure and report the extent to which students can demonstrate understanding of the grade-level subject standards.

2. **How can I use this report to help my child?** Use the report as a springboard for discussion with your child's teacher(s) about his/her academic strengths and areas for improvement.

3. **What do the scores on the report mean?**

- **Performance Levels:** Your child's overall score falls into one of five performance levels. The levels indicate the extent to which your child demonstrated understanding of grade-level subject standards. See examples of test questions at parcconline.org/examples.
- **English Language Arts/Literacy Score:** As each performance level contains a range of scores, this shows where within the performance level your child scored.
- **Reading and Writing Scores:** These scores indicate how your child performed on the reading and writing questions that make up the English language arts/literacy test. The best way to interpret these scores is to compare your child's scale scores to the average scale scores of students in his/her school, district, and state, which are included in this report.

  The reading and writing scores are not intended to add up to the overall English language arts/literacy score.
- **Additional information about your child's reading and writing scores:** This section provides information about your child's strengths and areas for improvement. In each area, you can see how your child did compared to students who performed at Level 3 overall in English language arts/literacy.
- **Margin of error:** The amount of change that would be expected in your child's score if he/she were to take the test many times.

How can you use this report to help your child? Visit parcconline.org/score-reports or speak with your child's teacher.

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Below is a brief description of how well students demonstrate understanding of subject matter at each performance level.

- **Level 5:** Student demonstrated a **distinguished understanding** of subject matter.
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- **Level 1:** Student demonstrated a **minimal understanding** of subject matter.

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ELA/Literacy

3

ENGLISH LANGUAGE ARTS / LITERACY

Grade 3 Assessment, 2014–2015

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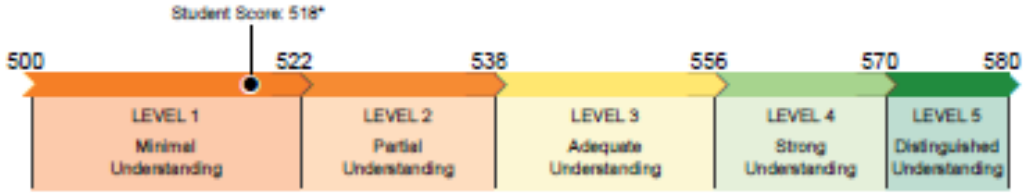

* MARGIN OF ERROR	SCHOOL AVG	DISTRICT AVG	STATE AVG	PARCC AVG
± 3	561	565	558	569

READING PERFORMANCE

SCORE 37

Range: 0–40
Margin of error: ± 2

AVG OF STUDENT AT LEVEL 3: 36

SCHOOL AVG	DISTRICT AVG	STATE AVG
40	39	35

WRITING PERFORMANCE

SCORE 18

Range: 0–20
Margin of error: ± 3

AVG OF STUDENT AT LEVEL 3: 15

SCHOOL AVG	DISTRICT AVG	STATE AVG
14	20	19

Do Not Distribute: Draft Version 7/2/15

ELA/Literacy

The information below shows how your child performed in key areas of English language arts/literacy compared to students whose overall performance was Level 3. Students at Level 3 demonstrate adequate understanding of grade level subject matter and are likely prepared for the next grade level.

LITERARY TEXT

In this area of reading your child performed at or above students performing at Level 3

At Level 3, students demonstrate adequate comprehension of grade-level literary texts such as poetry, fiction, and drama.

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In this area of writing your child performed near students performing at Level 3

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VOCABULARY

In this area of reading your child performed near students performing at Level 3

At Level 3, students demonstrate ability to use context to determine the meanings of words and phrases.

LEGEND

- **Below** students performing at Level 3
- **Near** students performing at Level 3
- **At or above** students performing at Level 3

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ELA/Literacy Explanation

ABOUT THIS REPORT

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2. **How can I use this report to help my child?** Use the report as a springboard for discussion with your child's teacher(s) about his/her academic strengths and areas for improvement.

3. **What do the scores on the report mean?**

   - **Performance Levels:** Your child's overall score falls into one of five performance levels. The levels indicate the extent to which your child demonstrated understanding of grade-level subject standards. See examples of test questions at parcconline.org/examples.

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     The reading and writing scores are not intended to add up to the overall English language arts/literacy score.

   - **Additional information about your child's reading and writing scores:** This section provides information about your child's strengths and areas for improvement. In each area, you can see how your child did compared to students who performed at Level 3 overall in English language arts/literacy.

   - **Margin of error:** The amount of change that would be expected in your child's score if he/she were to take the test many times.

How can you use this report to help your child? Visit parcconline.org/score-reports or speak with your child's teacher.

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Mathematics

MATHEMATICS

Grade 7 Assessment, 2014–2015

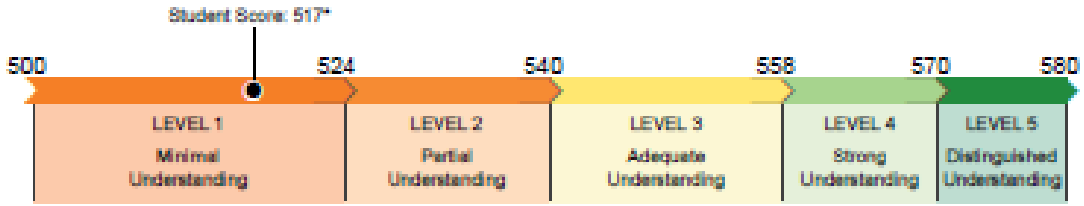
This report provides information about your child's overall performance on the PARCC mathematics assessment. To learn more about how you can use this report to help your child, go to parcconline.org/score-reports.

OVERALL PERFORMANCE

Level 1

Your child performed at **Level 1** and earned a **score of 517***.

Your child demonstrated a **minimal understanding** of subject matter.



* MARGIN OF ERROR	SCHOOL AVG	DISTRICT AVG	STATE AVG	PARCC AVG
± 3	561	565	558	569

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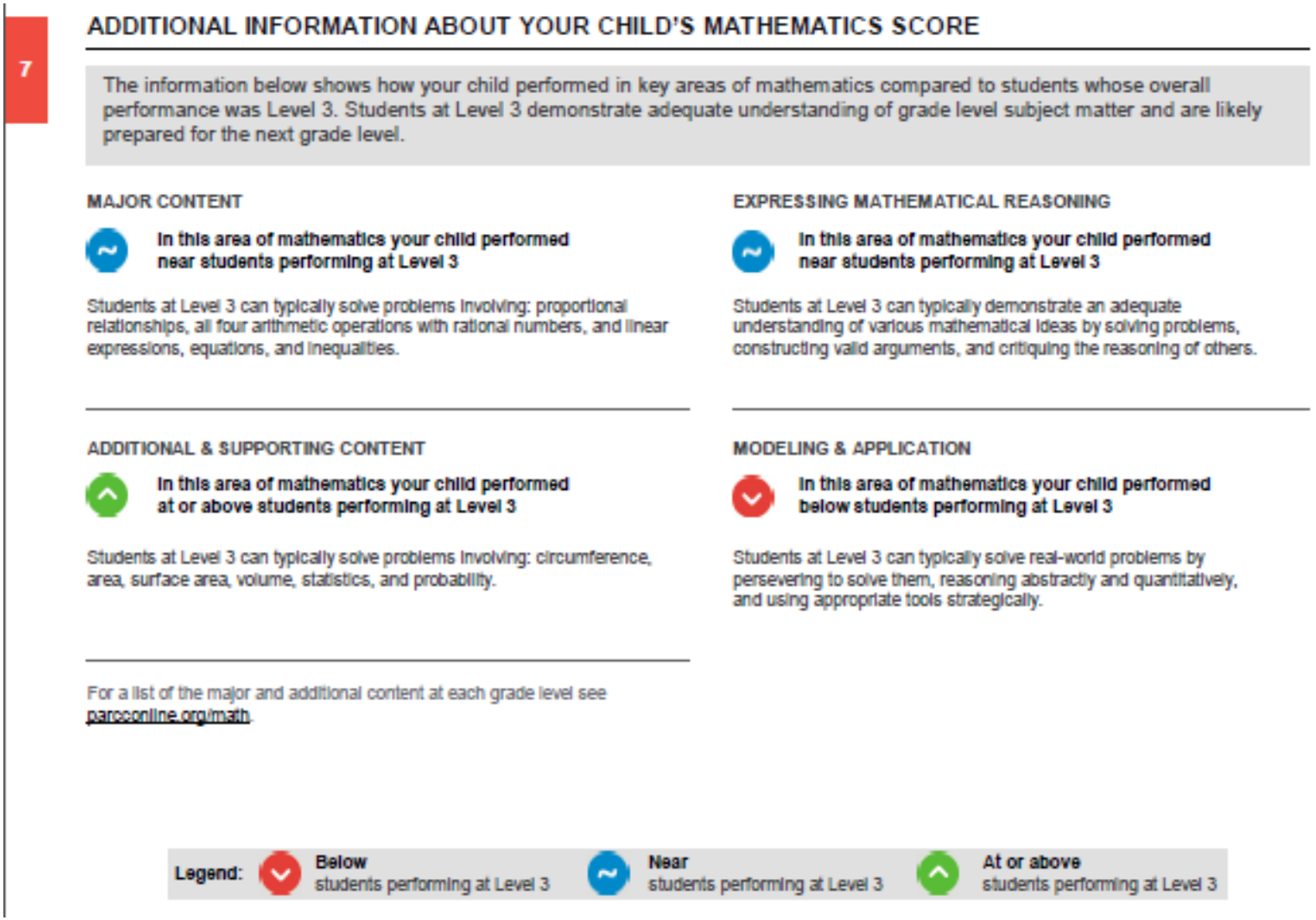
Mathematics



7

ADDITIONAL INFORMATION ABOUT YOUR CHILD'S MATHEMATICS SCORE

The information below shows how your child performed in key areas of mathematics compared to students whose overall performance was Level 3. Students at Level 3 demonstrate adequate understanding of grade level subject matter and are likely prepared for the next grade level.

MAJOR CONTENT

In this area of mathematics your child performed near students performing at Level 3

Students at Level 3 can typically solve problems involving: proportional relationships, all four arithmetic operations with rational numbers, and linear expressions, equations, and inequalities.

EXPRESSING MATHEMATICAL REASONING

In this area of mathematics your child performed near students performing at Level 3

Students at Level 3 can typically demonstrate an adequate understanding of various mathematical ideas by solving problems, constructing valid arguments, and critiquing the reasoning of others.

ADDITIONAL & SUPPORTING CONTENT

In this area of mathematics your child performed at or above students performing at Level 3

Students at Level 3 can typically solve problems involving: circumference, area, surface area, volume, statistics, and probability.

MODELING & APPLICATION

In this area of mathematics your child performed below students performing at Level 3

Students at Level 3 can typically solve real-world problems by persevering to solve them, reasoning abstractly and quantitatively, and using appropriate tools strategically.

For a list of the major and additional content at each grade level see parcconline.org/math.

Legend: **Below** students performing at Level 3 | **Near** students performing at Level 3 | **At or above** students performing at Level 3

Do Not Distribute: Draft Version 7/2/15

Mathematics Explanation

ABOUT THIS REPORT

1. **What are the PARCC assessments?** Our state academic standards are designed to prepare all students for success after high school in college and careers. The PARCC (Partnership for Assessment of Readiness for College and Careers) assessments are designed to measure and report the extent to which students can demonstrate understanding of the grade-level subject standards.

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3. **What do the scores on the report mean?**

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   - **Mathematics Score:** As each performance level contains a range of scores, this shows where within the performance level your child scored.

   - **Additional information about your child's mathematics scores:** This section provides information about your child's strengths and areas for improvement. In each area, you can see how your child did compared to students who performed at Level 3 overall in mathematics.

   - **Margin of error:** The amount of change that would be expected in your child's score if he/she were to take the test many times.

How can you use this report to help your child? Visit parcconline.org/score-reports or speak with your child's teacher.

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PARCC 2015 REPORTS

Aggregate Reports

STUDENT ROSTER

Grade 7

BOOKER T. WASHINGTON MIDDLE SCHOOL
EAST BRIDGEWATER SCHOOL DISTRICT
COLORADO

ENGLISH LANGUAGE ARTS / LITERACY
Grade 7 Assessment, 2014–2015

STUDENT	ELA/L OVERALL SCORE	READING* SCORE	READING* LITERARY	READING* INFORMATION	READING* VOCABULARY	WRITING* SCORE	WRITING* EXPRESSION	WRITING* CONVENTIONS
PARCC AVERAGE	187	37	36 | 21 | 43	24 | 63 | 13	33 | 21 | 46	47	38 | 40 | 22	51 | 19 | 30
STATE AVERAGE	200	43	13 | 58 | 71	24 | 20 | 56	35 | 35 | 30	51	36 | 17 | 48	25 | 38 | 37
DISTRICT AVERAGE	186	37	34 | 42 | 24	46 | 37 | 17	29 | 60 | 11	47	30 | 40 | 30	45 | 42 | 13
SCHOOL AVERAGE	201	43	21 | 79 | 0	12 | 57 | 31	33 | 40 | 27	51	32 | 17 | 49	36 | 22 | 42
ALASTNAME, FIRSTNAME	176	28	↑	~	↑	69	~	↑
BLASTNAME, FIRSTNAME	185	44	↓	~	~	55	↑	~
CLASTNAME, FIRSTNAME	175	37	↑	↑	↑	62	↑	↑
DLASTNAME, FIRSTNAME	213	28	↓	↑	~	69	↓	~
ELASTNAME, FIRSTNAME	161	44	↓	~	~	55	~	↓
FLASTNAME, FIRSTNAME	174	37	↓	↓	↓	62	↓	~
ILASTNAME, FIRSTNAME	N/A							
GLASTNAME, FIRSTNAME	215	28	↑	~	↑	69	↑	↑
HLASTNAME, FIRSTNAME	155	44	↓	~	~	55	↓	↓
JLASTNAME, FIRSTNAME	193	28	↓	↓	↓	69	↓	↓

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Student Roster ELA/Literacy

ENGLISH LANGUAGE ARTS / LITERACY

Grade 7 Assessment, 2014–2015

STUDENT	ELA/L OVERALL SCORE	READING* SCORE	READING* LITERARY	READING* INFORMATION	READING* VOCABULARY	WRITING* SCORE	WRITING* EXPRESSION	WRITING* CONVENTIONS
PARCC AVERAGE	187	37	36 21 43	24 63 13	33 21 46	47	38 40 22	51 19 30
STATE AVERAGE	200	43	13 58 71	24 20 56	35 35 30	51	36 17 48	25 38 37
DISTRICT AVERAGE	186	37	34 42 24	46 37 17	29 60 11	47	30 40 30	45 42 13
SCHOOL AVERAGE	201	43	21 79 0	12 57 31	33 40 27	51	32 17 49	36 22 42
ALASTNAME, FIRSTNAME	176	28	^	~	^	69	~	^
BLASTNAME, FIRSTNAME	185	44	v	~	~	55	^	~

1	2	3	4	5
MINIMAL UNDERSTANDING (150-171)	PARTIAL UNDERSTANDING (172-184)	ADEQUATE UNDERSTANDING (185-199)	STRONG UNDERSTANDING (200-212)	DISTINGUISHED UNDERSTANDING (213-230)

BELOW	NEAR	AT OR ABOVE
students performing at Level 3	students performing at Level 3	students performing at Level 3

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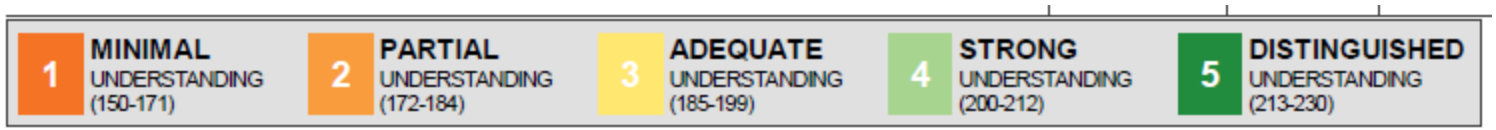
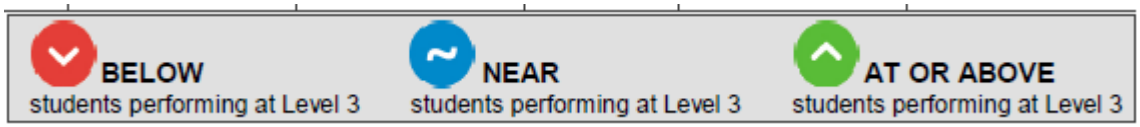
Student Roster Mathematics

MATHEMATICS

Algebra I Assessment, 2014–2015

STUDENT	GRADE	MATH OVERALL SCORE	MATHEMATICS * MAJOR CONTENT	SUPPORTING CONTENT	REASONING	MODELING
PARCC AVERAGE		187	36 21 43	24 63 13	33 21 46	38 40 22
STATE AVERAGE		200	13 58 71	24 20 56	35 35 30	36 17 48
DISTRICT AVERAGE		186	34 42 24	46 37 17	29 60 11	30 40 30
SCHOOL AVERAGE		201	21 79 0	12 57 31	33 40 27	32 17 49
ALASTNAME, FIRSTNAME	11	176	^	~	^	^
BLASTNAME, FIRSTNAME	11	185	v	~	~	~





Do Not Distribute: Draft Version 7/2/15

Summary Report ELA/Literacy

DISTRICT SUMMARY OF SCHOOLS

ENGLISH LANGUAGE ARTS / LITERACY

Grade 7 Assessment, 2014–2015

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	ELA/L AVG OVERALL SCORE	AVG SCORE	READING* LITERARY	READING* INFORMATION	READING* VOCABULARY	AVG SCORE	WRITING* EXPRESSION	WRITING* CONVENTIONS
PARCC 8 21 26 28 17	999,999	204	37	36 21 43	24 63 13	33 21 46	47	38 40 22	51 19 30
STATE 10 17 21 37 15	99,999	191	28	13 58 71	24 20 56	35 35 30	69	36 17 48	25 38 37
DISTRICT 13 19 28 18 22	5,664	186	44	34 42 24	46 37 17	29 60 11	55	30 40 30	45 42 13
ABRAHAM LINCOLN MIDDLE SCHOOL 10 13 42 35 0	204	187	37	21 79 0	12 57 31	33 40 27	62	32 17 49	36 22 42
ADA LOVELACE MIDDLE SCHOOL 6 29 33 21 11	198	191	28	29 18 53	22 64 14	29 22 49	69	33 38 29	52 18 30

1 **MINIMAL** UNDERSTANDING (150-171)

2 **PARTIAL** UNDERSTANDING (172-184)

3 **ADEQUATE** UNDERSTANDING (185-199)

4 **STRONG** UNDERSTANDING (200-212)

5 **DISTINGUISHED** UNDERSTANDING (213-230)

BELOW students performing at Level 3

NEAR students performing at Level 3

AT OR ABOVE students performing at Level 3

Do Not Distribute: Draft Version 7/2/15

Summary Report Mathematics

DISTRICT SUMMARY OF SCHOOLS

MATHEMATICS

Algebra I Assessment, 2014–2015

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	MATH AVG OVERALL SCORE	MATHEMATICS* MAJOR CONTENT	SUPPORTING CONTENT	REASONING	MODELING
PARCC 8 21 26 28 17	999,999	204	36 21 43	24 63 13	33 21 46	51 19 30
STATE 10 17 21 37 15	99,999	191	13 58 71	24 20 56	35 35 30	25 38 37
DISTRICT 13 19 28 18 22	5,664	186	34 42 24	46 37 17	29 60 11	45 42 13
ABRAHAM LINCOLN MIDDLE SCHOOL 10 13 42 35 0	204	187	21 79 0	12 57 31	33 40 27	36 22 42
ADA LOVELACE MIDDLE SCHOOL 6 29 33 21 11	198	191	29 18 53	22 64 14	29 22 49	52 18 30

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BELOW students performing at Level 3

NEAR students performing at Level 3

AT OR ABOVE students performing at Level 3

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In Conclusion….

- Thank you for attending today and for all of the hard work you and others put into 2014-2015 testing.
- If you have any suggestions or comments to share, please call our office, or email us.
- Please let us know of any **changes in your district superintendent or DTC** as soon as possible.
- If questions arise, contact the Office of Student Assessment at 501-682-4558.

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

June 30, 2015

Honorable Johnny Key
Commissioner of Education
Arkansas Department of Education
Four State Capitol Mall, Room 304A
Little Rock, Arkansas 72201-1071

Dear Commissioner Key:

I am writing to advise you of the U. S. Department of Education's (Department) 2015 determination under section 616 of the Individuals with Disabilities Education Act (IDEA). The Department has determined that Arkansas needs assistance in implementing the requirements of Part B of the IDEA. This determination is based on the totality of the State's data and information, including the Federal fiscal year (FFY) 2013 State Performance Plan/Annual Performance Report (SPP/APR), other State-reported data, and other publicly available information.

Your State's 2015 determination is based on the data reflected in the State's "2015 Results Driven Accountability Matrix" (RDA Matrix). The RDA Matrix is individualized for each State and consists of: (1) a Compliance Matrix that includes scoring on Compliance Indicators and other compliance factors and a Compliance Score; and (2) a Results Matrix that includes scoring on Results Elements, a Results Score, an RDA Percentage based on both the Compliance Score and the Results Score, and the State's Determination. The RDA Matrix is further explained in a document, entitled "How the Department Made Determinations under Section 616(d) of the Individuals with Disabilities Education Act in 2015: Part B" (HTDMD).

OSEP is continuing to use both results data and compliance data in making determinations in 2015, as it did for Part B determinations in 2014. (The specifics of the determination procedures and criteria are set forth in the HTDMD and reflected in the RDA Matrix for your State.) In making Part B determinations in 2015, OSEP continued to use results data related to the participation of children with disabilities (CWD) on regular Statewide assessments and the participation and performance of CWD on the National Assessment of Educational Progress (NAEP). In addition, OSEP used exiting data on CWD who dropped out and CWD who graduated with a regular high school diploma, as reported by States under section 618 of the IDEA. One of the purposes of the IDEA, as set out in section 601(d)(1)(A), is to ensure that all children with disabilities have a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living. Because it is critical that States focus on decreasing the number of CWD that drop out and increasing the number of CWD that graduate with a regular high school diploma, OSEP has added these data as results elements in making determinations in 2015.

You may access the results of OSEP's review of your State's SPP/APR and other relevant data by accessing the SPP/APR module using your State-specific log-on information at osep.grads360.org. When you access your State's SPP/APR on the site, you will find in

Indicators 1 through 16, the OSEP Response to the indicator, and any actions that the State is required to take. The actions that the State is required to take are in two places: (1) any actions related to the correction of findings of noncompliance are in the "OSEP Response" section of the indicator; and (2) any other actions that the State is required to take are in the "Required Actions" section of the indicator. It is important for you to review the Introduction to the SPP/APR, which may also include an OSEP response and/or Required Actions.

You will also find all of the following important documents saved as attachments to the Progress Page: (1) the State's RDA Matrix; (2) the HTDMD document; (3) a spreadsheet entitled "2015 Data Rubric Part B," which shows how OSEP calculated the State's "Timely and Accurate State-Reported Data" score in the Compliance Matrix; (4) a document entitled "Dispute Resolution 2013-14," which includes the IDEA section 618 data that OSEP used to calculate the State's "Timely State Complaint Decisions" and "Timely Due Process Hearing Decisions" scores in the Compliance Matrix; and (5) a Data Display, which presents certain State-reported data in a transparent, user-friendly manner and is helpful for the public in getting a broader picture of State performance in key areas.

As noted above, your State's 2015 determination is Needs Assistance. A State's 2015 RDA Determination is Needs Assistance if the RDA Percentage is at least 60% but less than 80%. A State would also be Needs Assistance if its RDA Determination percentage is 80% or above, but the Department has imposed Special Conditions on the State's last three (FFYs 2012, 2013, and 2014) IDEA Part B grant awards, and those Special Conditions are in effect at the time of the 2015 determination.

The State's determination for 2014 was also needs assistance. In accordance with section 616(e)(1) of the IDEA and 34 C.F.R. § 300.604(a), if a State is determined to need assistance for two consecutive years, the Secretary must take one or more of the following actions: (1) advise the State of available sources of technical assistance that may help the State address the areas in which the State needs assistance and require the State to work with appropriate entities; (2) direct the use of State-level funds on the area or areas in which the State needs assistance; or (3) identify the State as a high-risk grantee and impose Special Conditions on the State's IDEA Part B grant award.

Pursuant to these requirements, the Secretary is advising the State of available sources of technical assistance, including OSEP-funded technical assistance centers and resources at the following Web site: https://osep.grads360.org/#program/highlighted-resources, and requiring the State to work with appropriate entities. In addition, the State should consider accessing technical assistance from other Department-funded centers such as the Comprehensive Centers with resources at the following link: http://www2.ed.gov/programs/newccp/index.html. The Secretary directs the State to determine the results elements and/or compliance indicators, and improvement strategies, on which it will focus its use of available technical assistance, in order to improve its performance. We strongly encourage the State to access technical assistance related to those results elements and compliance indicators for which the State received a score of zero. Your State must report with its FFY 2014 SPP/APR submission, due February 1, 2016, on: (1) the technical assistance sources from which the State received assistance; and (2) the actions the State took as a result of that technical assistance.

In 2015, States were required to submit a new SPP/APR, which included baseline data and measurable and rigorous targets for FFY 2013 through FFY 2018 for each indicator in the

SPP/APR. In addition, under Indicator 17, States were required to submit a State Systemic Improvement Plan (SSIP) that included activities the State would implement to improve results for children with disabilities. OSEP has reviewed your State's SPP/APR, including Phase I of the SSIP, and determined that it meets the requirements of IDEA section 616(b) to include measurable and rigorous targets, including targets for FFY 2018 that reflect improvement over the State's baseline data. OSEP appreciates the State's work on Phase I of its SSIP. This represents a significant effort to improve results for students with disabilities. We have carefully reviewed your submission and provided feedback during a recent conference call with the State. OSEP will continue to work with your State as it develops Phase II of the SSIP, due April 1, 2016.

As a reminder, your State must report annually to the public, by posting on the State educational agency's (SEA's) Web Site, the performance of each local educational agency (LEA) located in the State on the targets in the SPP/APR as soon as practicable, but no later than 120 days after the State's submission of its FFY 2013 SPP/APR. In addition, your State must: (1) review LEA performance against targets in the State's SPP/APR; (2) determine if each LEA "meets the requirements" of Part B, or "needs assistance," "needs intervention," or "needs substantial intervention" in implementing Part B of the IDEA; (3) take appropriate enforcement action; and (4) inform each LEA of its determination.

Further, your State must make its SPP/APR available to the public by posting it on the SEA's Web Site. Within the next several days, OSEP will be finalizing a State Profile for your State that: (1) will be accessible to the public; (2) includes links to a PDF of the State's SPP/APR, including all of the State's and OSEP's attachments; and (3) the State may use to make its SPP/APR accessible to the public. We will provide you with the link to that profile when it is live.

OSEP appreciates the State's efforts to improve results for children and youth with disabilities and looks forward to working with your State over the next year as we continue our important work of improving the lives of children with disabilities and their families. If you have any questions, would like to discuss this further, or want to request technical assistance, please contact Jennifer Finch, your OSEP State Lead, at 202-245-6610.

Sincerely,

/s/ Melody Musgrove

Melody Musgrove, Ed.D.
Director
Office of Special Education Programs

cc: State Director of Special Education

Arkansas IDEA Part B Determination
June 30, 2015

Results-Driven Accountability

Individuals with Disabilities Education Act

Purposes:

- Ensure that children with disabilities have a free appropriate public education and their rights are protected
- Assist States and localities
- Ensure educators and parents have the necessary tools
- To assess and ensure effectiveness

Statutory Monitoring Focus

Primary Monitoring Focus:

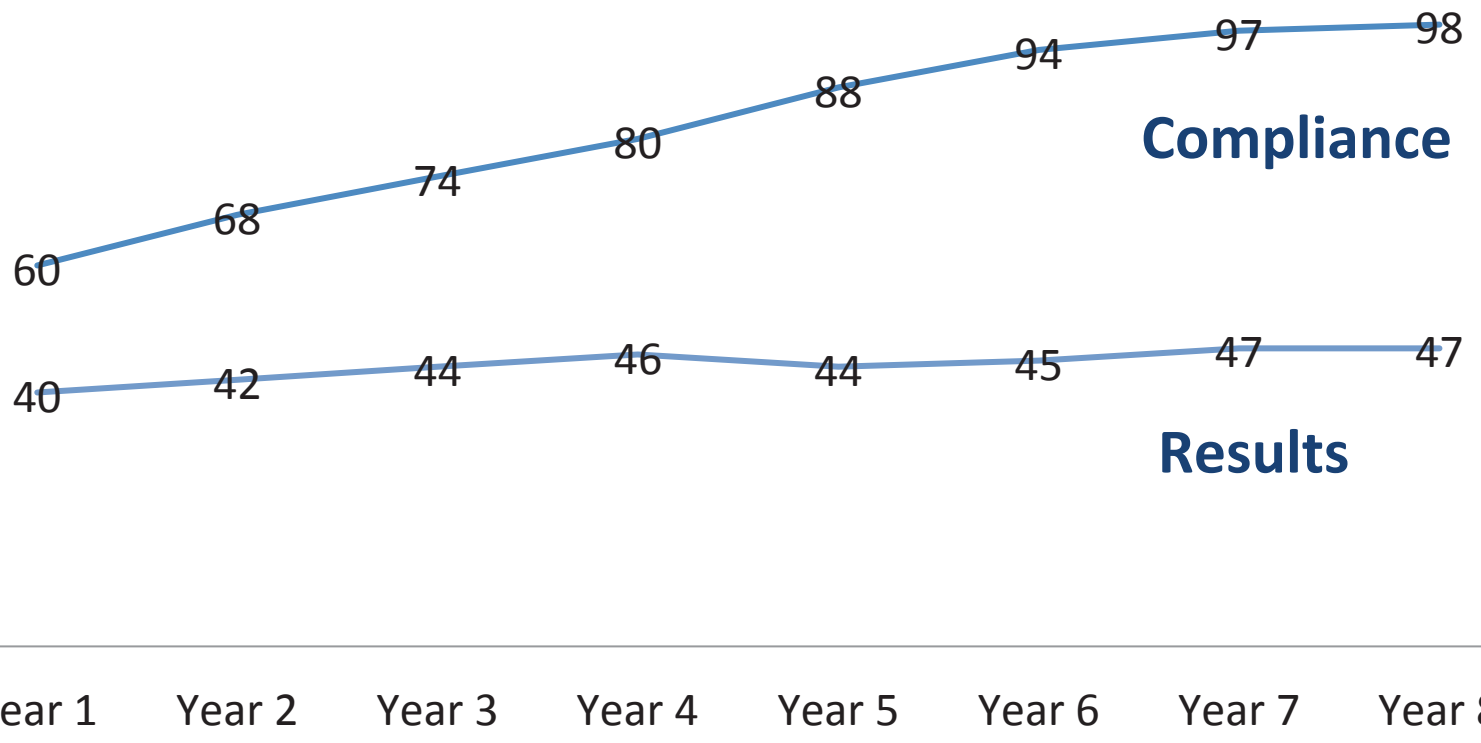
- ***Improving education results and functional outcomes for all children with disabilities*** and
- Ensuring that LEAs meet the IDEA requirements
- In the past, our focus was on ensuring that LEAs meet IDEA program procedural requirements


Results
Compliance


Compliance
Results

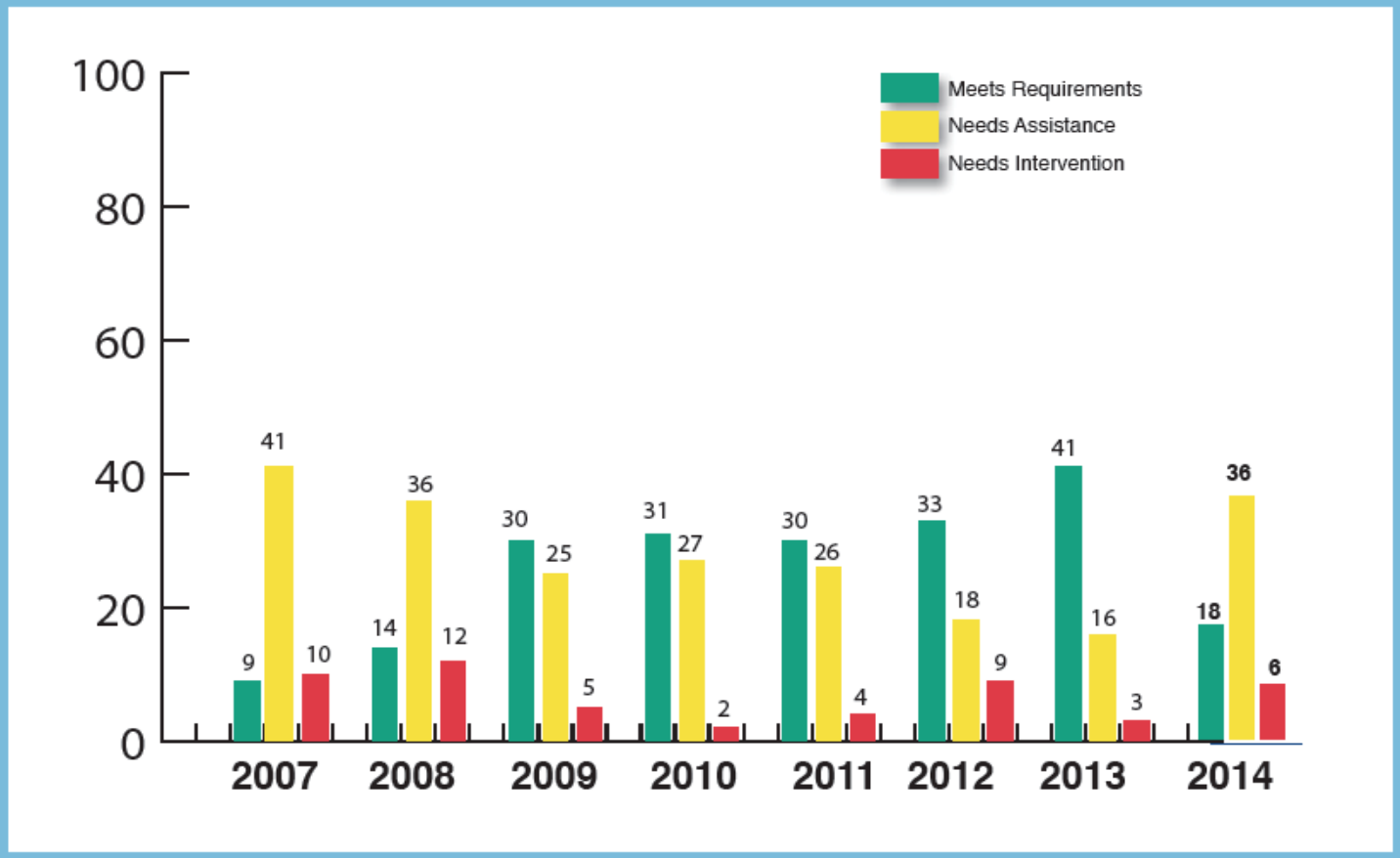
Shifting Focus

Improvement in Compliance vs. Results*



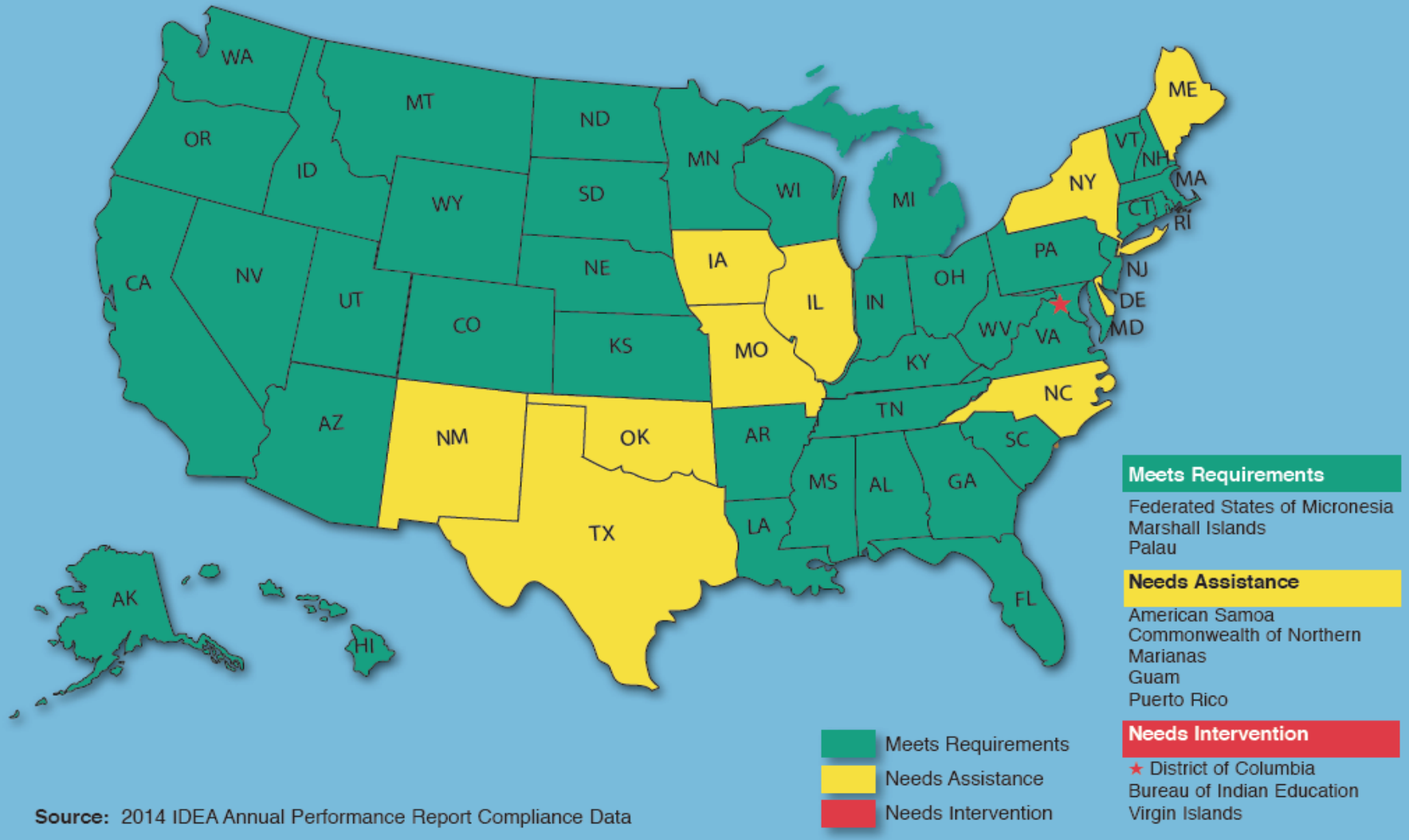
*Not actual data

IDEA Part B State Determinations: 2007-14



Sources: 2007-13—IDEA Part B Annual Performance Report Compliance Data; 2014—IDEA Part B Annual Performance Report Compliance Data and Results Data, which includes ED*Facts* (2012-13 School Year) and National Assessment of Educational Progress (2013 NAEP Results)

IDEA State Compliance Only: 2014



Meets Requirements

Federated States of Micronesia
Marshall Islands
Palau

Needs Assistance

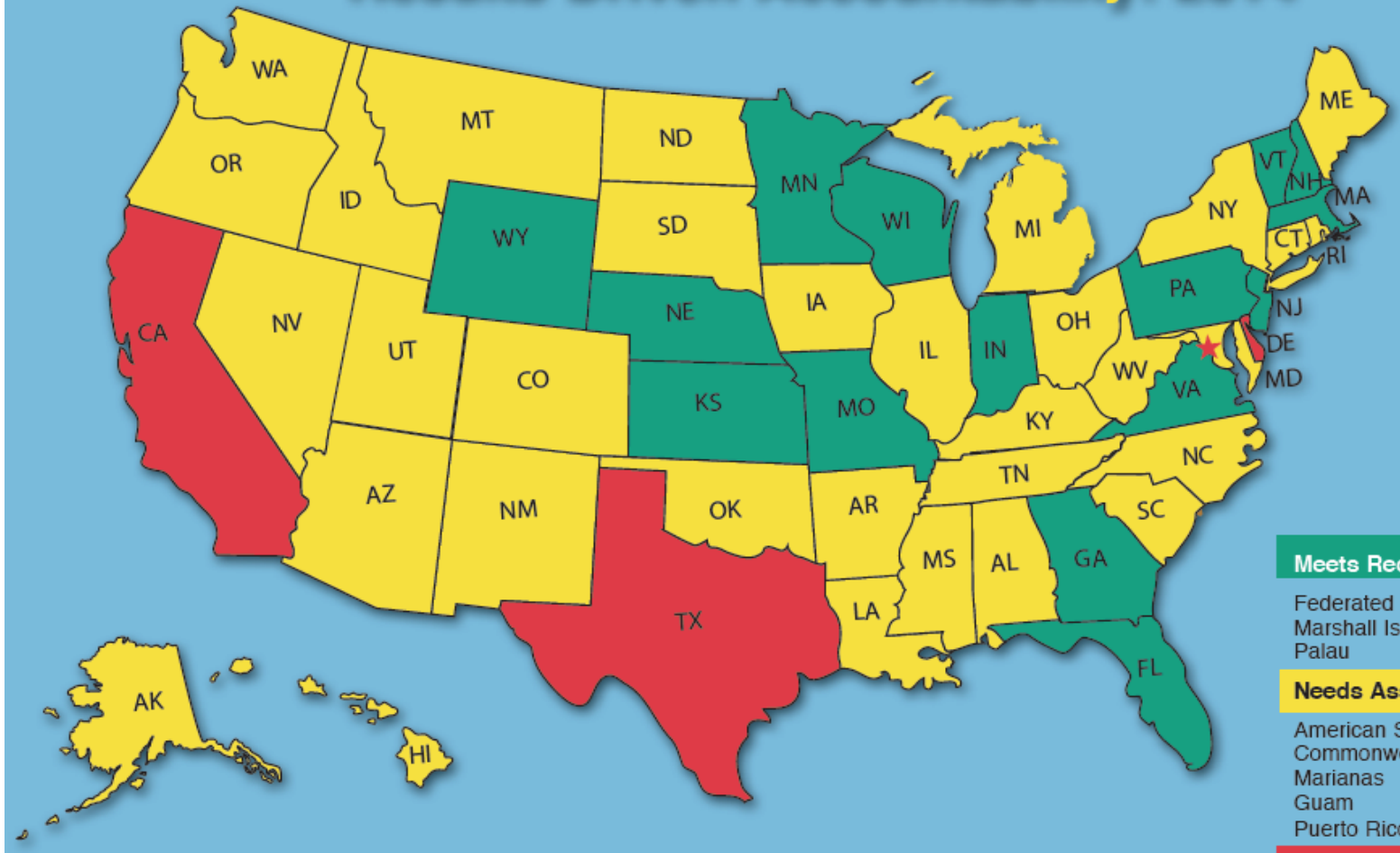
American Samoa
Commonwealth of Northern Marianas
Guam
Puerto Rico

Needs Intervention

★ District of Columbia
Bureau of Indian Education
Virgin Islands

Source: 2014 IDEA Annual Performance Report Compliance Data

IDEA State Determinations Under Results Driven Accountability: 2014



Meets Requirements

Federated States of Micronesia
Marshall Islands
Palau

Needs Assistance

American Samoa
Commonwealth of Northern Marianas
Guam
Puerto Rico

Needs Intervention

★ District of Columbia
Bureau of Indian Education
Virgin Islands

Meets Requirements
Needs Assistance
Needs Intervention

Sources: IDEA Part B Annual Performance Report Compliance Data and Results Data, including ED*Facts* (2012-13 School Year) and National Assessment of Educational Progress (2013 NAEP Results)

Compliance

Arkansas Part B Compliance Matrix: 2015			
Part B Compliance Indicator[1]	**Performance**	**Full Correction of Findings of Noncompliance Identified in FFY 2012**	**Score**
Indicator 4B: Significant discrepancy, by race and ethnicity, in the rate of suspension and expulsion, and policies, procedures or practices that contribute to the significant discrepancy and do not comply with specified requirements.	0.00%	N/A	2
Indicator 9: Disproportionate representation of racial and ethnic groups in special education and related services due to inappropriate identification.	0.00%	N/A	2
Indicator 10: Disproportionate representation of racial and ethnic groups in specific disability categories due to inappropriate identification.	0.00%	N/A	2
Indicator 11: Timely initial evaluation	99.62%	Y	2
Indicator 12: IEP developed and implemented by third birthday	99.86%	Y	2
Indicator 13: Secondary transition	98.58%	Y	2
Timely and Accurate State-Reported Data	100.00%		2
Timely State Complaint Decisions	100.00%		2
Timely Due Process Hearing Decisions	100.00%		2
Longstanding Noncompliance			2
Special Conditions	NONE		
Uncorrected identified noncompliance	NONE		
	Total Compliance Points		20

Total Compliance Points Available	Compliance Points Earned	Compliance Score
20	20	100.00

Reading Assessment Elements

Arkansas		
Part B Results-Driven Accountability Matrix: 2015		
Reading Assessment Elements	**Performance**	**Score**
Percentage of 4th Grade Children with Disabilities Participating in Regular Statewide Assessments	**82.00%**	**1**
Percentage of 8th Grade Children with Disabilities Participating in Regular Statewide Assessments	**80.00%**	**0**
Percentage of 4th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	**23.00%**	**0**
Percentage of 4th Grade Children with Disabilities Included in Testing on the National Assessment of Educational Progress	**92.00%**	**1**
Percentage of 8th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	**20.00%**	**0**
Percentage of 8th Grade Children with Disabilities Included in Testing on the National Assessment of Educational Progress	**83.00%**	**1**

Math Assessment Elements

Math Assessment Elements	Performance	Score
Percentage of 4th Grade Children with Disabilities Participating in Regular Statewide Assessments	82.00%	1
Percentage of 8th Grade Children with Disabilities Participating in Regular Statewide Assessments	80.00%	0
Percentage of 4th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	53.00%	1
Percentage of 4th Grade Children with Disabilities Included in Testing on the National Assessment of Educational Progress	90.00%	1
Percentage of 8th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	22.00%	0
Percentage of 8th Grade Children with Disabilities Included in Testing on the National Assessment of Educational Progress	84.00%	1

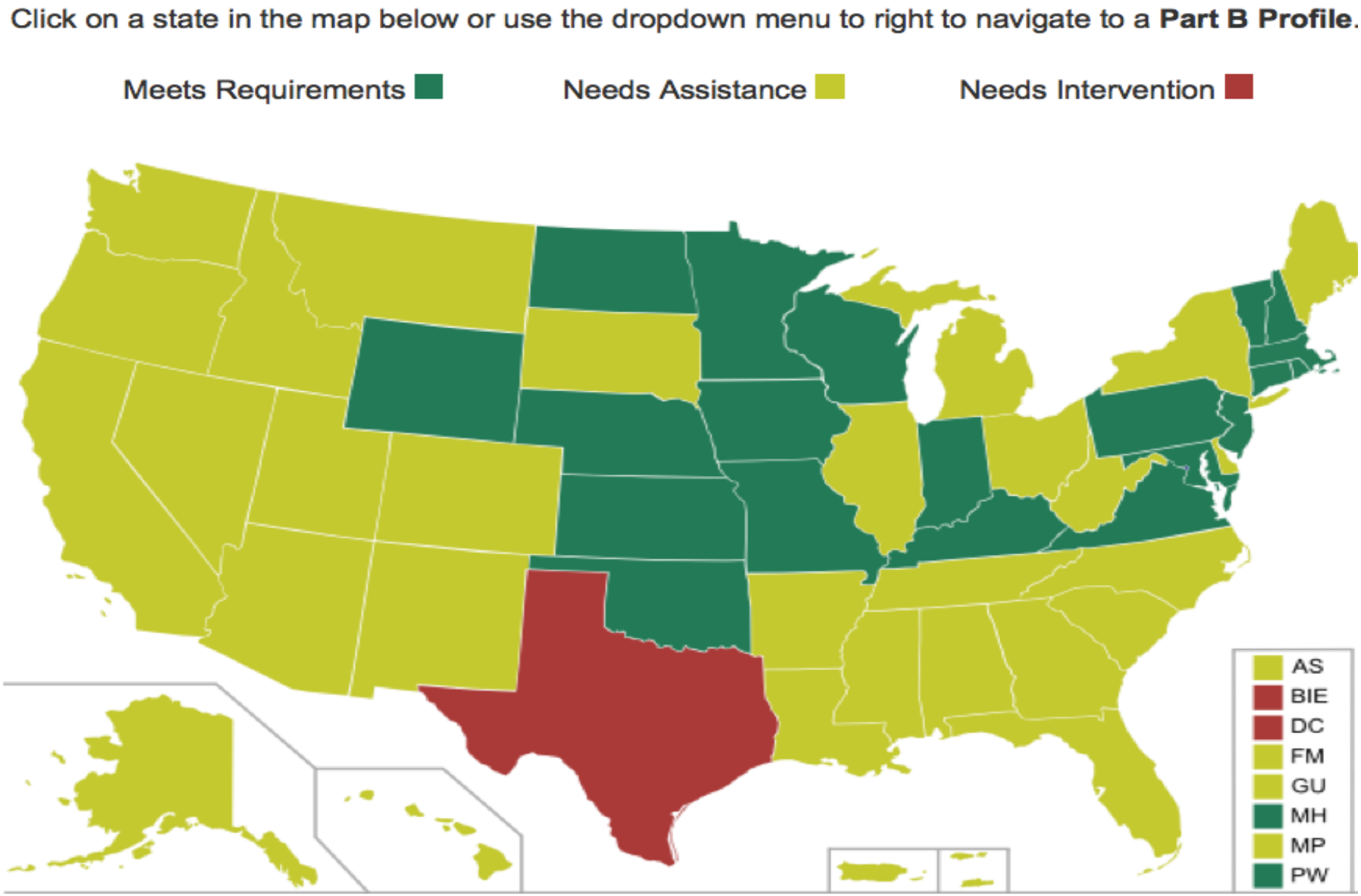
Exiting Data Elements

Exiting Data Elements	Performance	Score
Percentage of Children with Disabilities who Dropped Out	13.0%	2
Percentage of Children with Disabilities who Graduated with a Regular High School Diploma[1]	85.0%	2

Results and Compliance Overall Scoring/ Results-Driven Accountability Percentage and Determination

RESULTS AND COMPLIANCE OVERALL SCORING		
Total Results Points Available	Results Points Earned	Results Score
24	11	45.83
Total Compliance Points Available[2]	Compliance Points Earned	Compliance Score
20	20	100.00
Results-Driven Accountability Percentage and Determination[3]		
72.92%	NEEDS ASSISTANCE (yellow)	

https://osep.grads360.org/#program/idea-part-b-profiles



How the Department Made Determinations under Section 616(d) of the Individuals with Disabilities Education Act in 2015: Part B

Introduction

In 2015, the U.S. Department of Education (Department) is using both results and compliance data in making our determination for each State under section 616(d) of the Individuals with Disabilities Education Act (IDEA). We considered the totality of the information we have about a State, including information related to the participation of children with disabilities (CWD) on regular Statewide assessments; the participation and performance of CWD on the National Assessment of Educational Progress (NAEP); exiting data on CWD who dropped out and CWD who graduated with a regular high school diploma[1]; the State's Federal fiscal year (FFY) 2013 State Performance Plan (SPP)/Annual Performance Report (APR); information from monitoring and other public information, such as Special Conditions on the State's grant award under Part B; and other issues related to State compliance with the IDEA. Below is a detailed description of how the Office of Special Education Programs (OSEP) evaluated States' data using the Results Driven Accountability (RDA) Matrix. The RDA Matrix consists of: (1) a Compliance Matrix that includes scoring on Compliance Indicators and other compliance factors and a Compliance Score; and (2) a Results Matrix that includes scoring on Results Elements, a Results Score, the Compliance Score[2], an RDA Percentage and Determination.

The 2015 Part B Compliance Matrix

In making each State's 2015 determination, the Department used a Compliance Matrix, reflecting the following data:

1. The State's FFY 2013 data for Part B Compliance Indicators 4B, 9, 10, 11, 12, and13, (including whether the State reported valid and reliable data for each indicator); and, if the FFY 2013 data the State reported under Indicators 11, 12, and 13 reflected compliance between 90% and 95% (or, for Indicators 4B, 9, and 10, were between 5% and 10%), whether the State demonstrated correction of all findings of noncompliance it had identified in FFY 2012 under such indicators;
2. The timeliness and accuracy of data reported by the State under sections 616 and 618 of the IDEA;
3. The State's FFY 2013 data, reported under section 618 of the IDEA, for the timeliness of State complaint and due process hearing decisions;

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[1] When providing exiting data under section 618 of the IDEA, States are required to report on the number of students who exited an educational program through receipt of a high school diploma identical to that for which students without disabilities are eligible. These students met the same standards for graduation as those students without disabilities. As defined in 34 CFR §300.102(a)(3)(iv), "the term *regular high school diploma* does not include an alternative degree that is not fully aligned with the State's academic standards, such as a certificate or GED."

[2] In 2015, the Department is using the terminology "Compliance Score" and "Results Score", rather than the terminology it used in 2014 ("Compliance Performance Percentage" and "Results Performance Percentage"), in order to be consistent with the terminology used in the Part C RDA Matrix. However, the methodology for calculating a State's Compliance Score and Results Score has not changed from the methodology used to calculate the Compliance Performance Percentage and Results Performance Percentage in 2014.

4. Whether the Department imposed Special Conditions on the State's FFY 2014 IDEA Part B grant award and those Special Conditions are in effect at the time of the 2015 determination, and the number of years for which the State's Part B grant award has been subject to Special Conditions; and

5. Whether there are any findings of noncompliance identified in FFY 2011 or earlier by either the Department or the State that the State has not yet corrected.

Scoring of the Compliance Matrix

The Compliance Matrix indicates a score of 0, 1, or 2, for each of the compliance indicators in item one above and for each of the additional factors listed in items two through five above. Using the cumulative possible number of points as the denominator, and using as the numerator the actual points the State received in its scoring under these factors, the Compliance Matrix reflects a Compliance Score, which is combined with the Results Score to calculate the State's RDA Percentage and Determination.

Scoring of the Matrix for Compliance Indicators 4B, 9, 10, 11, 12, and 13

In the attached State-specific 2015 Part B Compliance Matrix, a State received points as follows for each of Compliance Indicators 4B, 9, 10, 11, 12, and 13[3]:

- Two points, if either:
  - The State's FFY 2013 data for the indicator were valid and reliable, and reflect at least 95%[4] compliance (or, for Indicators 4B, 9, and 10, reflect no greater than 5% compliance)[5]; or
  - The State's FFY 2013 data for the indicator were valid and reliable, and reflect at least 90% compliance (or, for Indicators 4B, 9, and 10, reflect no greater than 10% compliance); and the State identified one or more findings of noncompliance in FFY 2012 for the indicator, and has demonstrated correction of all findings of noncompliance identified in FFY 2012 for the indicator. Such full correction is indicated in the matrix with a "Y" (for "yes") in the "Full Correction of Findings of Noncompliance Identified in FFY 2012" column.[6]
- One point, if the State's FFY 2013 data for the indicator were valid and reliable, and reflect at least 75% compliance (or, for Indicators 4B, 9, and 10, reflect no

[3] A notation of "N/A" (for "not applicable") in the "Performance" column for an indicator denotes that the indicator is not applicable to that particular State. The points for that indicator are not included in the denominator for the matrix, and the indicator does not impact the State's Compliance Score, RDA Percentage, or RDA Determination.

[4] In determining whether a State has met this 95% compliance criterion, the Department will round up from 94.5% (but no lower) to 95%. Similarly, in determining whether a State has met the 90% compliance criterion discussed below, the Department will round up from 89.5% (but no lower) to 90%. In addition, in determining whether a State has met the 75% compliance criterion discussed below, the Department will round up from 74.5% (but no lower) to 75%.

[5] For Indicators 4B, 9, and 10, a very high level of compliance is generally at or below 5%.

[6] An "N" (for "no") in that column denotes that the State has one or more remaining findings of noncompliance identified in FFY 2012 for which the State has not yet demonstrated correction. An "N/A" (for "not applicable") in that column denotes that the State did not identify any findings of noncompliance in FFY 2012 for the indicator.

greater than 25% compliance), and the State did not meet either of the criteria above for two points.

- Zero points, under any of the following circumstances:
  - The State's FFY 2013 data for the indicator reflect less than 75% compliance (or, for Indicators 4B, 9, and 10, reflect greater than 25% compliance); or
  - The State's FFY 2013 data for the indicator were not valid and reliable;[7] or
  - The State did not report FFY 2013 data for the indicator.[8]

Scoring of the Matrix for Timely and Accurate State-Reported Data

In the attached State-specific 2015 Part B Compliance Matrix, a State received points as follows for **Timely and Accurate State-Reported Data**[9]:

- Two points, if the OSEP-calculated percentage reflects at least 95% compliance.
- One point, if the OSEP-calculated percentage reflects at least 75% and less than 95% compliance.
- Zero points, if the OSEP-calculated percentage reflects less than 75% compliance.

Scoring of the Matrix for Timely State Complaint Decisions and Timely Due Process Hearing Decisions

In the attached State-specific 2015 Part B Compliance Matrix, a State received points as follows for timely State complaint decisions and for timely due process hearings, as reported by the State under section 618 of the IDEA:

- Two points, if the State's FFY 2013 data were valid and reliable, and reflect at least 95% compliance.
- One point, if the State's FFY 2013 data reflect at least 75% and less than 95% compliance.
- Zero points, if the State's FFY 2013 data reflect less than 75% compliance.

[7] If a State's FFY 2013 data for any compliance indicator are not valid and reliable, the matrix so indicates in the "Performance" column, with a corresponding score of 0. The explanation of why the State's data are not valid and reliable is contained in the OSEP Response to the State's FFY 2013 SPP/APR in GRADS360.

[8] If a State reported no FFY 2013 data for any compliance indicator (unless the indicator is not applicable to the State), the matrix so indicates in the "Performance" column, with a corresponding score of 0.

[9] OSEP used the Part B Timely and Accurate Data Rubric to award points to States based on the timeliness and accuracy of their sections 616 and 618 data. A copy of the rubric is contained in the OSEP Response to the State's FFY 2013 SPP/APR in GRADS360. On the first page of the rubric, entitled "Part B Timely and Accurate Data-SPP/APR Data," States are given one point for each indicator with valid and reliable data and five points for SPP/APRs that were submitted timely. The total points for valid and reliable SPP/APR data and timely submission are added together to form the APR Grand Total. On page two of the rubric, the State's section 618 data is scored based on information provided to OSEP on 618 data timeliness, completeness, edit checks, and data notes from EDFacts. The percentage of Timely and Accurately Reported Data is calculated by adding the 618 Data Grand Total to the APR Grand Total and dividing this sum by the total number of points available for the entire rubric. This percentage is inserted into the Compliance Matrix

- Not Applicable (N/A), if the State's data reflect less than 100% compliance, and there were fewer than ten State complaint decisions or ten due process hearing decisions.

Scoring of the Matrix for Long-Standing Noncompliance (Includes Both Uncorrected Identified Noncompliance and Special Conditions)

In the attached State-specific 2015 Part B Compliance Matrix, a State received points as follows for the Long-Standing Noncompliance component:

- Two points, if the State has:
  - No remaining findings of noncompliance identified, by OSEP or the State, in FFY 2011 or earlier; and
  - No Special Conditions on its FFY 2014 grant award that are in effect at the time of the 2015 determination.
- One point, if either or both of the following occurred:
  - The State has remaining findings of noncompliance identified, by OSEP or the State, in FFY 2011, FFY 2010, and/or FFY 2009, for which the State has not yet demonstrated correction (see the OSEP Response to the State's FFY 2013 SPP/APR in GRADS360 for specific information regarding these remaining findings of noncompliance); and/or
  - The Department has imposed Special Conditions on the State's FFY 2014 Part B grant award and those Special Conditions are in effect at the time of the 2015 determination.
- Zero points, if either or both of the following occurred:
  - The State has remaining findings of noncompliance identified, by OSEP or the State, in FFY 2008 or earlier, for which the State has not yet demonstrated correction (see the OSEP Response to the State's FFY 2013 SPP/APR in GRADS360 for specific information regarding these remaining findings of noncompliance); and/or
  - The Department has imposed Special Conditions on the State's last three (FFYs 2012, 2013, and 2014) IDEA Part B grant awards, and those Special Conditions are in effect at the time of the 2015 determination.

The 2015 Part B Results Matrix

In making each State's 2015 determination, the Department used a Results Matrix reflecting the following data:

1. The percentage of fourth-grade CWD participating in regular Statewide assessments;
2. The percentage of eight-grade CWD participating in regular Statewide assessments;
3. The percentage of fourth-grade CWD scoring at basic[10] or above on the NAEP;

[10] While the goal is to ensure that all CWD demonstrate proficient or advanced mastery of challenging subject matter, we recognize that States may need to take intermediate steps to reach this benchmark. Therefore, this year

4. The percentage of fourth-grade CWD included in NAEP testing;
5. The percentage of eighth-grade CWD scoring at basic or above on the NAEP;
6. The percentage of eighth-grade CWD included in NAEP testing;
7. The percentage of CWD exiting school by dropping out; and
8. The percentage of CWD exiting school by graduating with a regular high school diploma.

The Results Elements for participation in regular Statewide assessments and participation and performance on the NAEP are scored separately for reading and math. When combined with the exiting data, there are a total of fourteen Results Elements. The Results Elements are defined as follows:

Percentage of CWD Participating in Regular Statewide Assessments – This is the percentage of CWD, by grade (4 and 8) and subject (math and reading), who took regular Statewide assessments in school year (SY) 2013-14 with and without accommodations. The numerator for this calculation is the number of CWD participating with and without accommodations on regular Statewide assessments in SY 2013-14, and the denominator is the number of all CWD participants and non-participants on regular Statewide assessments in SY 2013-14, excluding medical emergencies. The calculation is done separately by grade (4 and 8) and subject (math and reading). (Data source: ED*Facts* SY 2013-14; data extracted 4/17/15.)

Percentage of CWD Scoring Basic or Above on the NAEP – This is the percentage of CWD, not including students with a Section 504 plan, by grade (4 and 8) and subject (math and reading), who scored at or above basic on the NAEP in SY 2012-13. (Data Source: Main NAEP Data Explorer; data extracted 4/16/14.)

Percentage of CWD Included in NAEP Testing – This is the reported percentage of identified CWD, by grade (4 and 8) and subject (math and reading), who were included in the NAEP testing in SY 2012-13. (Data Source:

Inclusion rate for 4th and 8th grade reading: See page 6:
http://www.nationsreportcard.gov/reading_math_2013/files/Tech_Appendix_Reading.pdf

Inclusion rate for 4th and 8th grade math: See page 6:
http://www.nationsreportcard.gov/reading_math_2013/files/Tech_Appendix_Math.pdf)

Percentage of CWD Exiting School by Dropping Out - This is a calculation of the percentage of CWD, ages 14 through 21, who exited school by dropping out. The percentage was calculated by dividing the number of students ages 14 through 21 served under IDEA Part B, reported in the exit reason category *dropped out* by the total number of students ages 14 through 21 served under IDEA Part B, reported in the five exit-from-both-special education-and-school categories

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we assessed the performance of CWD using the Basic achievement level on the NAEP, which also provided OSEP with the broader range of data needed to identify variations in student performance across States. Generally, the Basic achievement level on the NAEP means that students have demonstrated partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.

(*graduated with a regular high school diploma, received a certificate, dropped out, reached maximum age* for services, and *died),* then multiplying the result by 100. (Data source: EDFacts SY 2012-13; data extracted 6/5/14.)

Percentage of CWD Exiting School by Graduating with a Regular High School Diploma - This is a calculation of the percentage of CWD, ages 14 through 21, who exited school by graduating with a regular high school diploma. The percentage was calculated by dividing the number of students ages 14 through 21 served under IDEA Part B, reported in the exit reason category *graduated with a regular high school diploma* by the total number of students ages 14 through 21 served under IDEA Part B, reported in the five exit-from-both-special education-and-school categories (*graduated with a regular high school diploma, received a certificate, dropped out, reached maximum age* for services, and *died),* then multiplying the result by 100. (Data source: EDFacts SY 2012-13; data extracted 6/5/14.)

Scoring of the Results Matrix

In the attached State-specific 2015 Part B Results Matrix, a State received points as follows for the Results Elements:

- A State's participation rates on regular Statewide assessments were assigned scores of '2', '1' or '0' based on an analysis of the participation rates across all States and whether a State administered an alternate assessment based on modified academic achievement standards (AA-MAAS).[11] For a State that did not administer an AA-MAAS, a score of '2' was assigned if at least 90% of their CWD participated in the regular Statewide assessment; a score of '1' if the participation rate for CWD was 81% to 89%; and a score of '0' if the participation rate for CWD was 80% or less. For a State that administered an AA-MAAS, a score of '2' was assigned if the participation rate of CWD was 70% or greater; a score of '1' if the participation rate of CWD was 61% to 69%; and a score of '0' if the participation rate of CWD was 60% or less.

- A State's NAEP scores (Basic and above) were rank-ordered; and the top third of States received a '2', the middle third of States received a '1', and the bottom third of States received a '0'.

- A State's NAEP inclusion rate was assigned a score of either '0' or '1' based on whether the State's NAEP inclusion rate for CWD was "higher than or not significantly different from the National Assessment Governing Board [NAGB]

[11] In FFY 2013, in assessing the academic progress of students with disabilities under Title I of the Elementary and Secondary Education Act (ESEA), some States were permitted to develop and administer AA-MAAS for eligible students with disabilities, and to include Proficient and Advanced scores of students who took those assessments in ESEA accountability determinations, provided the number of those scores at the district and state levels, separately, did not exceed 2.0 percent of all students in the tested grades. States were also permitted to develop and administer alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, and to include Proficient and Advanced scores of students who took those assessments in ESEA accountability determinations, provided the number of those scores at the district and state levels, separately, did not exceed 1.0 percent of all students in the tested grades.

goal of 85 percent." "Standard error estimates" were reported with the inclusion rates of CWD and taken into account in determining if a State's inclusion rate was higher than or not significantly different from the NAGB goal of 85 percent.

- A State's data on the percentage of CWD who exited school by dropping out were rank-ordered; and the top third of States (i.e., those with the lowest percentage) received a score of '2', the middle third of States received a '1', and the bottom third of States (i.e., those with the highest percentage) received a '0'.

- A State's data on the percentage of CWD who exited school by graduating with a regular high school diploma were rank-ordered; and the top third of States (i.e., those with the highest percentage) received a score of '2', the middle third of States received a '1', and the bottom third of States (i.e., those with the lowest percentage) received a '0'.

The following table identifies how each of the Results Elements was scored:

Results Elements	**RDA Scores**		
	0	**1**	**2**
Participation Rate of 4th and 8th Grade CWD on Regular Statewide Assessments (reading and math, separately)	<=80	81-89	>=90
Participation Rate of 4th and 8th Grade CWD on Regular Statewide Assessments for States with AA-MAAS (reading and math, separately)	<=60	61-69	>=70
Percentage of 4th grade CWD scoring Basic or above on reading NAEP	<=23	24-29	>=30
Percentage of 8th grade CWD scoring Basic or above on reading NAEP	<=29	30-37	>=38
Percentage of 4th grade CWD scoring Basic or above on math NAEP	<=51	52-57	>=58
Percentage of 8th grade CWD scoring Basic or above on math NAEP	<=26	27-33	>=34
Percentage of CWD Exiting School by Graduating with a Regular High School Diploma	<=58	59-76	>=77
Percentage of CWD Exiting School by Dropping Out	>=23	22-17	<=16

Percentage of 4th and 8th Grade CWD included in NAEP testing (reading or math):
1 point if greater than or equal to the NAGB goal of 85%.
0 points if less than 85%.

Using the cumulative possible number of points as the denominator, and using as the numerator the actual points the State received in its scoring under the Results Elements, the Results Matrix reflects a Results Score, which is combined with the Compliance Score to calculate the State's RDA Percentage and Determination.

The RDA Percentage and Determination

The State's RDA Percentage was calculated by adding 50% of the State's Results Score and 50% of the State's Compliance Score. The State's RDA Determination is defined as follows:

1. Meets Requirements – a State's 2015 RDA Determination is Meets Requirements if the RDA Percentage is at least 80%,[12] unless the Department has imposed Special Conditions on the State's last three (FFYs 2012, 2013, and 2014) IDEA Part B grant awards, and those Special Conditions are in effect at the time of the 2015 determination.
2. Needs Assistance – a State's 2015 RDA Determination is Needs Assistance if the RDA Percentage is at least 60% but less than 80%. A State would also be Needs Assistance if its RDA Determination percentage is 80% or above, but the Department has imposed Special Conditions on the State's last three (FFYs 2012, 2013, and 2014) IDEA Part B grant awards, and those Special Conditions are in effect at the time of the 2015 determination.
3. Needs Intervention – a State's 2015 RDA Determination is Needs Intervention if the RDA Percentage is less than 60%.
4. Needs Substantial Intervention – The Department did not make a determination of Needs Substantial Intervention for any State in 2015.

[12] In determining whether a State has met this 80% matrix criterion for a Meets Requirements determination, the Department will round up from 79.5% (but no lower) to 80%. Similarly, in determining whether a State has met the 60% matrix criterion for a Needs Intervention determination discussed below, the Department will round up from 59.5% (but no lower) to 60%.

Part B Data Display: **ARKANSAS**
Publication Year 2015

Identification of Children with Disabilities

STUDENT ENROLLMENT, AGES 6 THROUGH 21

Student Category	State Students (#)	State Students (%)	Nation Students (#)	Nation Students (%)
All students	431,404		45,091,525	
Children with disabilities (IDEA)	52,637	12.2	5,847,624	13.0

Explanatory Note: The number of total students enrolled in public schools in the state and nation as of October 1, 2012 (or the closest day to October 1) for all grade levels from grade 1 through grade 12, as well as ungraded. The number and percentage of children with disabilities (IDEA) in the state and nation as of the state-designated child count date (between October 1 and December 1, 2013). Children with disabilities (IDEA) are served by the Individuals with Disabilities Education Act (IDEA). Data reported for IDEA 2013 Child Count and Educational Environments and the SY 2012-13 Common Core of Data (CCD). National IDEA Child Count and Educational Environments data represent the US, Outlying Areas, and Freely Associated States and the national CCD data represent the US and Outlying Areas.

PERCENT OF POPULATION WHO ARE CHILDREN WITH DISABILITIES (IDEA), AGES 3 THROUGH 21

Age	State (%) SY 2011-12	State (%) SY 2012-13	State (%) SY 2013-14	Nation (%) SY 2013-14
3 through 5	11.0	10.7	10.7	6.2
6 through 21	8.0	8.1	8.3	8.7

Explanatory Note: The percentage of the population who are children with disabilities (IDEA) in the state and nation as of the state designated special education child count date, for the age ranges of 3 through 5 and 6 through 21. Data reported for IDEA Child Count and Educational Environments and Census. National IDEA Child Count and Educational Environments data represent the US, Outlying Areas, and Freely Associated States and national Census data represent the 50 states and DC (including BIE).

PERCENT OF CHILDREN WITH DISABILITIES (IDEA) BY DISABILITY CATEGORY, AGES 6 THROUGH 21

Disability Category	Percent of Overall Student Enrollment State (%)	Percent of Overall Student Enrollment Nation (%)
Autism	0.81	1.06
Deaf-blindness	0.00	0.00
Emotional disturbance	0.17	0.78
Hearing impairment	0.10	0.15
Intellectual disability	1.29	0.93
Multiple disabilities	0.31	0.28
Orthopedic impairment	0.04	0.11
Other health impairment	2.27	1.80
Specific learning disabilities	4.19	5.13
Speech or language impairment	2.93	2.32
Traumatic brain injury	0.04	0.06
Visual impairment	0.04	0.06

Explanatory Note: The percentage of enrollees who are children with disabilities (IDEA), by disability category, in the state and nation for the age range of 6 through 21 (excluding children reported in the category of developmental delays). For this calculation, the numerator is the number of children with disabilities (IDEA) in a specific disability category as of the state-designated special education child count date (between October 1 and December 1, 2013) for ages 6 through 21 (excluding children reported in the category of developmental delays) and the denominator is the total number of students enrolled in public schools as of October 1, 2012 (or the closest school day to October 1) for all grade levels from grade 1 through grade 12, as well as ungraded. Data reported for IDEA 2013 Child Count and Educational Environments and SY 2012-13 CCD. National IDEA Child Count data represent the US, Outlying Areas, and Freely Associated States and national CCD data represent US and Outlying Areas.

PERCENT OF CHILDREN WITH DISABILITIES (IDEA) BY DISABILITY CATEGORY, AGES 3 THROUGH 21

Disability Category	CWDs (IDEA), Ages 3-5 State (%)	CWDs (IDEA), Ages 3-5 Nation (%)	CWDs (IDEA), Ages 6-21 State (%)	CWDs (IDEA), Ages 6-21 Nation (%)
All disabilities	100.0	100.0	100.0	100.0
Autism	2.4	8.4	6.6	8.4
Deaf-blindness	0.0	0.0	0.0	0.0
Developmental delay*	60.3	37.1		
Emotional disturbance	0.0	0.4	1.4	6.2
Hearing impairment	0.4	1.2	0.8	1.2
Intellectual disability	1.0	1.9	10.6	7.3
Multiple disabilities	0.6	1.1	2.6	2.2
Orthopedic impairment	0.1	0.9	0.3	0.9
Other health impairment	1.0	3.0	18.6	14.2
Specific learning disabilities	0.9	1.2	34.3	40.4
Speech or language impairment	33.2	44.2	24.0	18.3
Traumatic brain injury	0.0	0.2	0.3	0.4
Visual impairment	0.1	0.4	0.4	0.4

*Developmental delay is only allowable through age 9, so a 6-21 percentage cannot be calculated.

Explanatory Note: The percentage represents a distribution of children with disabilities (IDEA) by disability category for age ranges 3 through 5 and 6 through 21 (excluding children reported in the category of developmental delays). For this calculation, the denominator is all children with disabilities (IDEA) for the specified age range, excluding developmental delays for ages 6 through 21. Data reported for IDEA 2013 Child Count and Educational Environments. National data represent the US, Outlying Areas, and Freely Associated States.

Graduation

FOUR-YEAR REGULATORY ADJUSTED COHORT GRADUATION RATE

	CWDs (IDEA) (%)	All Students (%)
SY 2012-13	80.40%	84.90%

Explanatory Note: The percentage of students from the original cohort who graduated in four years with a regular high school diploma. Data reported for CSPR purposes.

EXITING SPECIAL EDUCATION AND SCHOOL, AGES 14 THROUGH 21

Method of Exiting:	Graduated with a Regular High School Diploma (%)	Received a Certificate (%)	Dropped Out (%)	Reached Maximum Age
SY 2012-13	84.7	1.5	13.1	0.4

Explanatory Note: The percentages were calculated by dividing the number of students ages 14 through 21 served under IDEA, Part B, reported in the exit reason category (i.e., *graduated with a regular high school diploma,* received a certificate, *dropped out, or reached maximum age)* for the year by the total number of students ages 14 through 21 served under *IDEA,* Part B, reported in the five categories that represent exiting from special education and school *(i.e., graduated with a regular high school diploma, received a certificate, dropped out, reached maximum age* for services, and *died)* for that year, then multiplying the result by 100. The U.S. Department of Education collects data on seven categories of exiters from special education (i.e., the Part B program in which the student was enrolled at the start of the reporting period). The categories include five categories of exiters from both special education and school (i.e., *graduated with a regular high school diploma, received a certificate, dropped out, reached maximum age* for services, and *died)* and two categories of exiters from special education, but not school (i.e., *transferred to regular education and moved, known to be continuing* in education). The seven categories are mutually exclusive. Students with disabilities reported in the Graduated with a Regular High School Diploma category represent students who exited an educational program through receipt of a high school diploma identical to that for which students without disabilities are eligible. These students met the same standards for graduation as those for students without disabilities. As defined in 34 CFR 300.102(a)(3)(iv), "the term regular high school diploma does not include an alternative degree that is not fully aligned with the state's academic standards, such as a certificate or GED." The percentages of students who exited special education and school by graduating or dropping out as required under *IDEA* and included in this report are not comparable to the graduation and dropout rates required under the *Elementary and Secondary Education Act of 1965, as* amended *(ESEA).* The data used to calculate percentages of students who exited special education and school by graduating or dropping out are different from those used to calculate graduation and dropout rates. In particular, states often use data such as the number of students who graduated in four years with a regular high school diploma and the number of students who entered high school four years earlier to determine their graduation and dropout rates under ESEA. These exiting data are from the reporting period between July 1, 2012 and June 30, 2013. Data reported for IDEA 2012-13 Exiting.

Educational Environment

EDUCATIONAL ENVIRONMENTS, AGES 3 THROUGH 5

Disability Category	CWDs Attending and Receiving the Majority of Special Education and Related Services in a Regular Early Childhood Program State (%)	CWDs Attending and Receiving the Majority of Special Education and Related Services in a Regular Early Childhood Program Nation (%)	CWDs Attending a Separate Special Education Class, Separate School, or Residential Facility State (%)	CWDs Attending a Separate Special Education Class, Separate School, or Residential Facility Nation (%)
All disabilities	28.9	43.5	28.6	25.9
Autism	20.8	33.1	24.2	48.2
Deaf-blindness	0.0	24.4	100.0	51.2
Developmental delay	15.9	43.5	45.0	35.4
Emotional disturbance	66.7	47.6	0.0	22.3
Hearing impairment	23.9	37.8	28.3	41.2
Intellectual disability	48.0	32.1	4.7	44.0
Multiple disabilities	15.9	25.8	40.6	49.8
Orthopedic impairment	55.6	45.4	22.2	33.4
Other health impairment	53.7	46.1	11.6	28.2
Specific learning disabilities	94.7	52.0	0.0	12.7
Speech or language impairment	50.2	46.1	0.7	11.9
Traumatic brain injury	40.0	40.1	20.0	35.3
Visual impairment	5.9	47.6	64.7	32.2

Explanatory Note: The percentage of children with disabilities (IDEA) in the state and nation by disability category attending a regular early childhood program, or a separate special education class, separate school, or residential facility. Note that this table does not include all reported preschool educational environment categories. The denominator is all children with disabilities (IDEA), ages 3 through 5, in the specified disability category. Data reported for IDEA 2013 Child Count and Educational Environments. National data represent the US, Outlying Areas, and Freely Associated States.

EDUCATIONAL ENVIRONMENTS, AGES 6 THROUGH 21

Percent of Time Spent Inside the Regular Classroom

Disability Category	≥ 80% of Day State (%)	≥ 80% of Day Nation (%)	40 to 79% of Day State (%)	40 to 79% of Day Nation (%)	< 40% of Day State (%)	< 40% of Day Nation (%)	Separate School or Residential Facility State (%)	Separate School or Residential Facility Nation (%)
All disabilities	52.9	62.0	30.6	19.2	13.4	13.6	1.8	3.3
Autism	32.4	39.7	25.0	18.2	39.5	33.3	1.9	7.8
Deaf-blindness	-	23.6	25.0	12.0	25.0	34.9	50.0	26.3
Emotional disturbance	34.7	45.2	29.3	17.7	19.7	19.7	11.6	14.5
Hearing impairment	42.4	59.4	28.7	16.0	11.6	12.2	16.4	10.8
Intellectual disability	11.4	16.7	39.6	26.6	44.6	49.1	3.3	6.6
Multiple disabilities	5.3	13.4	16.2	16.3	62.8	46.2	11.0	20.3
Orthopedic impairment	50.0	55.2	28.8	16.0	19.6	21.4	1.1	4.5
Other health impairment	43.4	64.7	42.5	21.8	10.4	9.5	2.4	1.9
Specific learning disabilities	54.7	68.2	40.7	24.1	3.6	6.0	0.4	0.5
Speech or language impairment	88.7	87.1	6.5	5.5	2.8	4.3	0.2	0.3
Traumatic brain injury	29.5	49.6	25.0	22.1	38.5	20.1	4.5	5.6
Visual impairment	46.9	65.2	14.4	12.9	7.2	10.7	30.9	9.4

Explanatory Note: The percentage of children with disabilities (IDEA) in the state and nation by disability category (excluding children with developmental delays) attending regular classrooms, or separate schools and residential facilities. Note that this table does not include all reported educational environment categories. The denominator is all children with disabilities (IDEA), ages 6 through 21 (excluding children with developmental delays), in a specified disability category. Data reported for IDEA 2013 Child Count and Educational Environments. National data represent the US, Outlying Areas, and Freely Associated States.

Participation and Performance on Assessments

PARTICIPATION OF CHILDREN WITH DISABILITIES (IDEA) IN STATEWIDE ASSESSMENTS

Grade and Subject Assessed	General Assessment (%)	Field Test General Assessment (%)	Alternate Assessment (%)	Field Test Alternate Assessment (%)	Non-participant (%)
4th grade reading/language arts	82	-	12	-	6
8th grade reading/language arts	80	-	13	-	7
High school reading/language arts	66	-	20	-	14
4th grade mathematics	82	-	12	-	6
8th grade mathematics	80	-	13	-	7
High school mathematics	53	-	40	-	7

Explanatory Note: The percentage of children with disabilities (IDEA) who participated in statewide assessments and field tests for reading and mathematics for 4th grade, 8th grade, and high school. The denominator is the sum of children with disabilities (IDEA) who participated and children with disabilities (IDEA) who did not participate in statewide assessments and field tests (excluding those with a significant medical emergency who did not take the assessment). In states that received the Secretary's approval of a double-testing flexibility waiver, students approved to be assessed on the field test in lieu of the current state assessment are reported in the appropriate "field test" reporting categories. The performance of students reported in the "field test" reporting categories should not be reported in the academic achievement data. Due to differences in the calculations used for the "children with disabilities (IDEA)" subgroup, these percentages may differ from those reported for the CSPR. Data reported for 2013-14 Assessment, accessed from EDFacts on April 16, 2015.
ED urges caution when using and interpreting the SY 2013-14 assessment participation and performance data for the states who implemented field testing of PARCC/ Smarter Balanced during SY 2013-14.
Participation data submitted by the following states/ entities were flagged due to questionable data quality in one or more subject areas, grades, and assessment types: AL, ID, MS, NY, CNMI, OK, TN, UT, WA, and WV.

PERFORMANCE ON STATEWIDE ASSESSMENTS

Grade and Subject Assessed	Proficient (%) General Assessment (CWD)	Proficient (%) Alternate Assessment (CWD)	Proficient (%) General Assessment (All Students)
4th grade reading/language arts	38	65	83
8th grade reading/language arts	23	49	77
High school reading/language arts	14	82	72
4th grade mathematics	38	77	76
8th grade mathematics	16	52	64
High school mathematics	38	90	74

Explanatory Note: The percentage of students in the state who scored at or above proficient (as determined by each state) on the general assessment for all students and children with disabilities (IDEA) in 4th grade, 8th grade, and high school, and the percentage of children with disabilities (IDEA) in the state who scored at or above proficient (as determined by each state) on the alternate assessment. In states that received the Secretary's approval of a double-testing flexibility waiver, students approved to be assessed on the field test in lieu of the current state assessment are not reported in the academic achievement data. States where all students participated in the field test in lieu of the current state assessment will have no academic achievement data. Due to differences in the calculations used for the "all students" and "children with disabilities (IDEA)" subgroup, these percentages may differ from those reported for the CSPR. Data reported for 2013-14 Assessment, accessed from EDFacts on April 16, 2015.
ED urges caution when using and interpreting the SY 2013-14 assessment participation and performance data for the states that implemented field testing of PARCC/Smarter Balanced during SY 2013-14.
Achievement data submitted by the following states/ entities were flagged due to questionable data quality in one or more subject areas, grades, and assessment types: IL, MA, TN and WA.

PERFORMANCE ON 2013 NAEP ASSESSMENTS

Grade and Subject Assessed	At or Above (%) Basic (CWD)	At or Above (%) Basic (Non-CWD)	At or Above (%) Proficient (CWD)	At or Above (%) Proficient (Non-CWD)
4th grade reading/language arts	23	71	8	34
8th grade reading/language arts	20	78	3	33
High school reading/language arts				
4th grade mathematics	53	87	17	42
8th grade mathematics	22	74	4	30
High school mathematics				

Explanatory Note: The percentage of students in the state who scored at or above the Basic level and at or above the Proficient level on the National Assessment of Educational Progress (NAEP), for children with disabilities (IDEA) and children without disabilities. Since the NAEP is administered every other year, the percentages reported in this table remained consistent for a two-year period of time. Elementary and Secondary Education Act (ESEA) requires states that receive Title I funding to participate in the state NAEP in reading and mathematics at grades 4 and 8 every two years. State NAEP does not provide individual scores for the students or schools assessed. Instead, NAEP provides results about subject-matter achievement, instructional experiences, and school environment, and reports these results for populations of students (e.g., fourth-graders) and subgroups of those populations (e.g., children with disabilities (IDEA)).

INCLUSION RATES FOR 2013 NAEP ASSESSMENTS

Grade and Subject Assessed	Inclusion Rate State (%)	Inclusion Rate Nation (%)
4th grade reading/language arts	92	83
8th grade reading/language arts	83	84
High school reading/language arts		
4th grade mathematics	90	90
8th grade mathematics	84	89
High school mathematics		

Explanatory Note: The percentage of students identified as having a disability who were included in the NAEP assessment. A state's inclusion rate of students identified as having a disability is the weighted percentage of students identified as having a disability in the state sampled by NAEP who participate in NAEP. In other words, the weighted number of students identified as having a disability in a state who are selected for participation in NAEP is in the denominator, the weighted number of those students who participate in NAEP is in the numerator, and the fraction is multiplied by 100 to turn it into a percentage. Since NAEP results are generated from a sample of the total student population, inclusion rates are reported by state with a standard error. The Office of Special Education Programs takes the standard error into consideration when making annual state determinations. National inclusion rates were based on figures available under "National (public)." Since the NAEP is administered every other year, the percentages reported in this table remained consistent for a two-year period of time.

Race/Ethnicity

PERCENT OF STATE CHILDREN WITH DISABILITIES (IDEA) BY RACE/ETHNICITY, AGES 6 THROUGH 21

Disability Category	Hispanic/ Latino (%)	Black or African American (%)	White (%)	Asian (%)	American Indian or Alaska Native (%)	Native Hawaiian or Other Pacific Islander (%)	Two or more races (%)	All Race/ Ethnicities (%)
All students	10.3	20.8	64.3	1.5	0.7	0.5	1.8	100.0
All disabilities	9.1	24.1	63.0	0.7	0.8	0.4	2.0	100.0
Autism	7.6	14.1	72.9	1.7	0.6	0.4	2.6	100.0
Deaf-blindness	25.0	50.0	25.0	0.0	0.0	0.0	0.0	100.0
Emotional disturbance	6.2	16.8	72.0	0.5	1.5	0.0	3.0	100.0
Hearing impairment	15.5	17.8	59.5	2.1	0.5	3.6	1.1	100.0
Intellectual disability	9.2	36.2	51.4	0.4	0.6	0.6	1.6	100.0
Multiple disabilities	8.6	21.9	66.2	1.2	0.5	0.3	1.4	100.0
Orthopedic impairment	9.2	16.3	70.7	1.1	1.1	0.0	1.6	100.0
Other health impairment	4.4	23.7	68.6	0.3	0.8	0.1	2.0	100.0
Specific learning disabilities	10.2	25.0	61.5	0.4	0.9	0.3	1.6	100.0
Speech or language impairment	11.7	21.3	62.2	1.1	0.7	0.3	2.7	100.0
Traumatic brain injury	7.7	25.0	61.5	0.0	1.3	1.3	3.2	100.0
Visual impairment	6.7	27.3	61.3	3.1	0.5	0.5	0.5	100.0

Explanatory Note: The percentage of children with disabilities (IDEA), ages 6 through 21, in a particular disability category and particular race/ethnicity category in the state. The numerator is the number of children with disabilities (IDEA), ages 6 through 21, in a particular disability category and race/ethnicity category as of the state designated child count date (between October 1 and December 1, 2013) and the denominator is the total number of children with disabilities (IDEA), ages 6 through 21, in a particular disability category. The "All Student" row is calculated using the total number of students enrolled in public schools in grade 1 through grade 12, as well as ungraded, in the state as of October 1, 2012 (or the closest day to October 1). Data reported for IDEA 2013 Child Count and 2012-13 CCD.

PERCENT OF STATE CWDS (IDEA) BY EDUCATIONAL ENVIRONMENT AND RACE/ETHNICITY, AGES 6 THROUGH 21

Educational Environment	Hispanic/ Latino (%)	Black or African American (%)	White (%)	Asian (%)	American Indian or Alaska Native (%)	Native Hawaiian or Other Pacific Islander (%)	Two or more races (%)	All Race/ Ethnicities (%)
≥ 80% of day spent inside regular classroom	56.2	44.4	55.4	56.0	59.3	46.6	59.0	100.0
40 to 79% of day spent inside regular classroom	27.4	36.6	29.2	17.5	29.1	25.4	23.9	100.0
< 40% of day spent inside regular classroom	14.5	15.8	12.2	20.6	9.7	25.4	14.1	100.0
Separate school; Residential facility	0.8	2.1	1.9	1.7	0.5	1.0	1.4	100.0

Explanatory Note: The percentage of children with disabilities (IDEA), ages 6 through 21, in a particular race/ethnicity category and particular educational environment in the state. The numerator is the number of children with disabilities (IDEA), ages 6 through 21, in a particular race/ethnicity category and particular educational environment as of the state-designated child count date (between October 1 and December 1, 2013) and the denominator is the total number of children with disabilities (IDEA), ages 6 through 21, in a particular race/ethnicity category. Data reported for IDEA 2013 Child Count and Educational Environments.

TOTAL DISCIPLINARY REMOVALS OF CWD (IDEA) IN STATE BY RACE/ETHNICITY, AGES 3 THROUGH 21

Student Group	Hispanic/ Latino	Black or African American	White	Asian	American Indian or Alaska Native	Native Hawaiian or Other Pacific Islander	Two or more races	All Race/ Ethnicities
Number of Disciplinary Removals per Child with a Disability	0.2	0.6	0.2	0.1	0.3	0.2	0.4	0.3

Explanatory Note: The number of disciplinary removals per child with a disability (IDEA), ages 3 through 21, by race/ethnicity category. The numerator is the total number of disciplinary removals in a particular race/ethnicity category and the denominator is the total number of children with disabilities (IDEA), ages 3 through 21, in a particular race/ethnicity category as of the state-designated child count date (between October 1 and December 1, 2012). Data reported for IDEA 2012-13 Discipline and 2012 Child Count and Educational Environments.

Parental Involvement

INDICATOR 8: PARENTAL INVOLVEMENT (FFY 2013 APR, 2015)

	State (%)
Percent of parent with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.	93.6
Explanatory Note: State-selected data source. Sampling of parents from whom a response is requested is allowed. Sample must yield valid and reliable data and must be representative of the population sampled. N/A means the percentage is not applicable to the state.	

Preschool Outcomes

INDICATOR 7: PRESCHOOL OUTCOMES (FFY 2013 APR, 2015)

Summary Statement 1: Of those children who entered the program below age expectations in each of the following outcome, the percent who substantially increased their rate of growth by the time they turned six years of age or exited the program in the outcome of:	State (%)
Positive social-emotional skills	86.8
Acquisition and use of knowledge and skills	88.2
Use of appropriate behaviors to meet their needs	89.1

Summary Statement 2: The percent of children who were functioning within age expectations in each of the following outcomes by the time they turned six years of age or exited the program	State (%)
Positive social-emotional skills	63.2
Acquisition and use of knowledge and skills	54.7
Use of appropriate behaviors to meet their needs	72.9
Explanatory Note: State-selected data source. Sampling of children for assessment is allowed. Sample must yield valid and reliable data and must be representative of the population sampled. N/A means the percentage is not applicable to the state.	

Post School Outcomes

INDICATOR 14: POST SCHOOL OUTCOMES (FFY 2013 APR, 2015)

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:	State (%)
Enrolled in higher education within one year of leaving high school	18.2
Enrolled in higher education or competitively employed within one year of leaving high school	52.2
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	54.6
Explanatory Note: State-selected data source. Sampling of youth who had IEPs and are no longer in secondary school is allowed. Sample must yield valid and reliable data and must be representative of the population sampled. N/A means the percentage is not applicable to the state.	

x Data have been suppressed to protect personally identifiable information due to small cell counts.

<=3 Data in the cell are less than or equal to three.

- Data not available.

* Data flagged due to questionable data quality. These data violated data quality edit checks. Additional information explaining the discrepancies in the data may be available in the data notes documents.

Note: Sum of percentages may not equal 100 percent because of rounding.

References: Additional information clarifying states' data submissions are available in the data notes documents on http://www2.ed.gov/programs/osepidea/618-data/collection-documentation/index.html#datanotes. Additional state-level data on children with disabilities (IDEA) can be found at: http://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html, http://www.data.gov, http://www.eddataexpress.ed.gov, https://nces.ed.gov/ccd/elsi/, http://nces.ed.gov/nationsreportcard/naepdata/, and http://factfinder2.census.gov. Information on U.S. Department of Education Special Education funding can be found at: http://www2.ed.gov/fund/grant/apply/osep/2013apps.html.

Arkansas

Part B Results-Driven Accountability Matrix: 2015

Reading Assessment Elements	Performance	Score
Percentage of 4th Grade Children with Disabilities Participating in Regular Statewide Assessments	82.00%	1
Percentage of 8th Grade Children with Disabilities Participating in Regular Statewide Assessments	80.00%	0
Percentage of 4th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	23.00%	0
Percentage of 4th Grade Children with Disabilities Included in Testing on the National Assessment of Educational Progress	92.00%	1
Percentage of 8th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	20.00%	0
Percentage of 8th Grade Children with Disabilities Included in Testing on the National Assessment of Educational Progress	83.00%	1
Math Assessment Elements	**Performance**	**Score**
Percentage of 4th Grade Children with Disabilities Participating in Regular Statewide Assessments	82.00%	1
Percentage of 8th Grade Children with Disabilities Participating in Regular Statewide Assessments	80.00%	0
Percentage of 4th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	53.00%	1
Percentage of 4th Grade Children with Disabilities Included in Testing on the National Assessment of Educational Progress	90.00%	1
Percentage of 8th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	22.00%	0
Percentage of 8th Grade Children with Disabilities Included in Testing on the National Assessment of Educational Progress	84.00%	1
Exiting Data Elements	**Performance**	**Score**
Percentage of Children with Disabilities who Dropped Out	13.0%	2
Percentage of Children with Disabilities who Graduated with a Regular High School Diploma[1]	85.0%	2

RESULTS AND COMPLIANCE OVERALL SCORING

Total Results Points Available	Results Points Earned	Results Score
24	11	45.83
Total Compliance Points Available[2]	**Compliance Points Earned**	**Compliance Score**
20	20	100.00

Results-Driven Accountability Percentage and Determination[3]

72.92%	NEEDS ASSISTANCE (yellow)

1. Graduated with a regular high school diploma as defined under the IDEA Section 618 State-reported data: These students exited an educational program through receipt of a high school diploma identical to that for which students without disabilities are eligible. These students met the same standards for graduation as those for students without disabilities. As defined in 34 CFR 300.102(a)(3)(iv), "the term regular high school diploma does not include an alternative degree that is not fully aligned with the state's academic standards, such as a certificate or GED."

2. Review the Part B Compliance Matrix for a breakdown of compliance points earned.

3. For a detailed explanation of how the Compliance Score, Results Score, and the Results-Driven Accountability Percentage and Determination were calculated, review "How the Department Made Determinations under Section 616(d) of the Individuals with Disabilities Education Act in 2015: Part B."

Minutes
State Board of Education Special Committee on Academic Distress Meeting
Friday, July 10, 2015

The State Board of Education Special Committee on Academic Distress met Friday, July 10, 2015, in the Arkansas Department of Education Auditorium. Chair Vicki Saviers called the meeting to order at 10:04 a.m.

Present: Vicki Saviers, Chair; Diane Zook; Brett Williamson; and Ouida Newton.

Additional State Board Members in Attendance: Jay Barth; Joe Black; and Charisse Dean.

Absent: Toyce Newton.

Reports

Chair's Report

Chair Saviers said Mr. Williamson, new State Board member, and Ms. Newton, 2015 Arkansas Teacher of the Year, would join the Special Committee on Academic Distress.

Chair Saviers said the Special Committee on Academic Distress was formed to meet with schools identified in academic distress. She said the committee wanted to know what the schools are doing to show improvement.

Consent Agenda

Ms. Zook moved, seconded by Mr. Williamson, to approve the consent agenda. The motion carried unanimously.

Item included in the Consent Agenda:

- Minutes – June 12, 2015

Action Agenda

Consideration of Progress of the Dollarway High School in the Dollarway School District

Dollarway School District Administration

Dollarway School District Superintendent Ms. Patsy Hughey said trend data indicated the majority of students are not proficient. She said there was no sense of urgency in the district and expectations are low for student success. She said the district was implementing credit recovery, summer school, and after school tutoring. She said the district would implement the seven correlates of effective schools research.

Ms. Hughey said on June 4, 2015, the School Improvement Team visited Dollarway. She said the team provided a summary of the issues. She requested to work with the ADE School Improvement Team to implement the recommendations. She said the school board scheduled training for July 31, 2015, as per the recommendation.

Ms. Hughey said the school is utilizing LDC, MDC and AP courses in the High School. She said all transcript issues have been resolved. She said the district used three external providers: Generation Ready, Education Consulting Services (ECS), and Strategic Instruction Model (SIM).

Dollarway Assistant Superintendent Dr. Melvin Bryant said ECS was assisting the building in refining the process for curriculum alignment and effective instructional practices. He said he has focused on accreditation issues (transcripts and teacher licensure) and has not focused primarily on the recommendations in the submitted plan. He said the building has struggled to locate long-term substitutes. He said Generation Ready was assigned to help with the two recommendations in the plan but other issues took precedence.

Ms. Hughey said recruiting licensed staff has been the greatest obstacle to success. Ms. Hughey said a school attorney has been hired to work with current staff issues. Ms. Hughey said a leadership team would be established at the beginning of school. She said the schools needed to build leadership capacity of teachers to empower the teachers as leaders.

Dr. Bryant said teachers would buy in to the recommendations with better communication. He said the district has great teachers who need additional professional development and a seat at the table when decisions are made. Dr. Bryant said the NSLA dollars are used for professional development. He said consistency is needed. He said the culture needed to change and the issues are compounded by the leadership turnover.

<u>Arkansas Department of Education</u>
School Improvement Director Dr. Richard Wilde said the School Improvement Report indicated that structures and standard operating procedures are not in place for school improvement. He recognized that there has been a recent leadership change in the district and building. He said three external providers were working in the district. He made two recommendations:

- School Board Members should obtain additional training through AAEA

and the School Boards' Association; and
- Quarterly progress monitoring by the State Board.

Patron Ms. Annie Bryant asked if the district had the needed resources to ensure a succeeding school.

Dr. Wilde answered that he believed the district did possess the needed resources.

Public Comment
Ms. Annie Bryant asked if a system is in place to evaluate external providers and to determine if the strategies were being modeled for teachers.

Ms. Hughey said the district would be utilizing data to make determinations of effectiveness.

Ms. Bryant said the external providers were teaching the strategies but the teachers were not implementing the strategies with fidelity.

Ms. Hughey said the future actions would indicate if all are working toward the mission and vision of the school.

Ms. Bryant said the train-the-trainer model was not effective in building capacity of all teachers.

Ms. Hughey said educators would participate in professional development in-district and out-of-district.

Ms. Bryant asked about remediation of students who are basic or below basic. She said not all students who need intervention are being served in after-school tutoring.

Dr. Bryant said the after-school tutoring program encouraged students to participate but the students do not attend. He said no student was denied. Dr. Bryant said he would need to research to see if students with behavior problems were expelled from the tutoring program.

Dollarway School Board
Dollarway School Board President Ms. Ruth Bogy said the school board has received training but needed more.

Motion
Ms. Zook made a motion, seconded by Mr. Williamson, to accept the recommendations from the School Improvement Unit to include the following: School Board Members should obtain additional training through the Arkansas

Association of Educational Administrators (AAEA) and the Arkansas School Boards Association (ASBA); and quarterly progress monitoring by the State Board. The motion carried unanimously.

Adjournment

The meeting adjourned at 11:26 a.m.

Minutes recorded by Deborah Coffman.

Arkansas TESS & LEADS Focus Group Report

July 2015

SREB | Southern Regional Education Board

CONTENTS

This report was prepared by Tysza Gandha, SREB senior research associate, and Andy Baxter, SREB vice president of educator effectiveness.

The authors would like to acknowledge Kelli Lane Blackford, Megan Boren, Shalanda Childers, Danielle Douez, Paul Pinsky and Matthew Smith for data collection, analysis and editorial support. The authors also thank all the educators who participated in focus groups and the staff at each hosting location.

Questions about this report should be directed to Tysza Gandha at Tysza.Gandha@SREB.org.

EXECUTIVE SUMMARY

The Arkansas General Assembly passed legislation in 2011 defining a system to support effective teaching and leading in Arkansas schools. The Teacher Excellence and Support System (TESS) and Leader Excellence and Development System (LEADS) were piloted in the 2013-14 school year, and implemented statewide in 2014-15 with an online data management platform, BloomBoard. To inform the continuous improvement of TESS and LEADS, the Arkansas Department of Education (ADE) invited the Southern Regional Education Board (SREB) to conduct focus groups with teachers and administrators across the state in the spring of 2015.

The findings and recommendations offered in this report are based on focus group data from 197 educators (98 teachers and 99 administrators) who participated in 29 focus groups over eight days. While participants may not be representative of all educators, consistent patterns in the feedback from multiple focus groups lend credibility to the following major findings:

1. TESS has clarified teaching standards for Arkansas educators, but the quality of observation feedback for teachers still widely varies.

Almost all participants value the TESS framework for providing a much clearer, specific and detailed "roadmap for good teaching." Many administrators and teachers said they are having more objective conversations because of the TESS framework. However, post-observation conference experiences often differed within the same district.

2. Most educators welcome a paperless system for managing TESS, but nearly everyone had major challenges using BloomBoard.

Nearly all participants described numerous problems with using BloomBoard, which they attributed somewhat to poor training and system rollout. Many acknowledged BloomBoard technical support provided excellent help, but calling or emailing for help took too much time. Despite its glitches and limitations, most focus group participants want BloomBoard to be improved instead of replaced.

3. The majority of educators reported that artifacts and formal documentation are too much work and take away from informal observations and instructional conversations.

Artifacts are intended to supplement observations, but focus group participants reported that requirements for artifacts varied by district and in some cases by school. Many educators welcome more unannounced observations. They also asked for streamlined pre- and post-observation conferences and increased flexibility during informal years.

4. TESS may be a start to teachers' continuous improvement, but instructional excellence still depends on schools making structural and cultural changes that will take time.

Some participants described how teachers at their school have become more deliberate in choosing professional development based on areas in need of growth, but many admitted professional growth plans can be manipulated or continue to be about compliance. When asked what they need to improve their teaching, teachers across groups consistently asked for more time to work and learn with one another.

5. Administrators and teachers need more training and long-term support to implement TESS consistently across the state.

The purpose of passing the TESS legislation was to "standardize" evaluation and support for educators across Arkansas, but focus group participants reported substantial variation in TESS implementation. A majority of participants wanted more consistent training and specific guidelines to implement TESS in a more uniform way to ensure that the system is fair.

6. Most educators currently have little knowledge about the student growth aspect of TESS and will likely push back on its use for evaluation.

The majority of focus group participants had little to no knowledge of Student Ordinal Assessment Ranking (SOAR) and measures to assess student growth for teachers of non-tested grades and subjects. Even without specific understanding of growth measures, educators in Arkansas consistently and clearly expressed a general negative perception of test-based accountability.

7. LEADS implementation is lagging behind TESS.

Participants generally attributed the lag in LEADS implementation to insufficient time and limited training for superintendents. Focus group participants also revealed that school leaders may fundamentally lack confidence in their supervisors' capacity to effectively evaluate and support them.

The recommendations provided in this report are intended to inform the continuous improvement of TESS and LEADS. As system improvements are made, ADE should create long-term mechanisms for gathering feedback from educators across Arkansas. The BloomBoard electronic platform, while currently imperfect, is a great source of data for learning about implementation successes and problems. SREB is pleased to continue supporting ADE as a thought partner in monitoring TESS and LEADS implementation and providing technical assistance.

BACKGROUND

Arkansas's educator evaluation system was originally designed by a 36-member teacher evaluation task force formed in the spring of 2009 for the purpose of researching, evaluating and recommending a framework for summative evaluation. The task force designed the Teacher Excellence and Support System (TESS) and Leader Excellence and Development System (LEADS) to include valid measures of professional practice and impact on student growth and performance. In 2011, the Arkansas General Assembly introduced and passed legislation defining TESS: a system to support effective teaching and leading in Arkansas schools. TESS and LEADS were piloted in the 2013-14 school year, and implemented statewide in 2014-15 with an online data management platform, BloomBoard.

To inform the continuous improvement of TESS and LEADS, the Arkansas Department of Education (ADE) invited the Southern Regional Education Board (SREB) to conduct focus groups with teachers and administrators across the state in the spring of 2015. The purpose of the focus groups was to learn about TESS and LEADS implementation on the ground and gather honest feedback about how the systems could be improved. The findings and recommendations offered in this report are based on focus group data from 197 educators who participated in 29 focus groups over eight days.

METHODOLOGY

The focus group protocol used for this study was developed by SREB, working closely with ADE to prioritize questions. As shown in Appendix A, the focus group questions were broadly worded ("Which parts of TESS have gone well or not gone well for you?") to allow participants the greatest degree of freedom in sharing their thoughts. At the same time, facilitators were prepared to probe specific ideas to elicit more details ("Please share concrete details," "What questions do you have?").

ADE provided logistical support in selecting and setting up eight meeting locations around the state so all educators had access to at least one focus group site. In addition, ADE facilitated the initial process of inviting educators to register and attend. Where more educators registered than there were spaces, SREB conducted purposive sampling of individuals to represent as many districts, school levels and roles as possible. SREB also sent additional rounds of invitations for meeting locations where openings remained and tried to balance the number of teachers and administrators in attendance as much as possible.

SREB independently conducted data collection, analysis and reporting to limit bias in the findings and recommendations. The focus group team was comprised of SREB staff with training and experience in qualitative methods and background knowledge in educator evaluation systems. An educational researcher from the University of Arkansas also participated as a notetaker and provided knowledge of the local context and policies to inform data analysis and interpretation.

Data were carefully collected and analyzed in a multi-step process to ensure findings would be grounded in evidence and recommendations would be justified. All but one focus group had a notetaker present to scribe in real-time. In case of any gaps in the notes, sessions were also audiotaped so notes could be completed after the session. After every focus group, the facilitator and notetaker wrote separate analytic summaries that could be compared to identify differences in interpretation and improve data validity. The team debriefed each day to discuss emerging themes that could be probed further in later sessions. Finally, facilitators' and notetakers' summaries were used as the basis for cross-case analysis. Summaries were coded chunk-by-chunk and codes were tabulated to identify the major findings and inform the recommendations offered in this report.

PARTICIPANTS

SREB conducted focus groups in eight cities all around Arkansas between May 5 and 14, 2015. Generally, two focus groups were held in the morning for administrators and two in the afternoon for teachers. A total of 197 educators participated in 29 focus groups. Participants included 82 classroom teachers (language arts, math, science, physical education, career tech, music, etc.), 14 school-based specialists (librarian, interventionist, etc.), 70 school leaders (principals and assistant principals) and 31 district-level leaders (superintendents, TESS coordinators, etc.). Participants' responses did not vary systematically by subject area or role unless noted.

Participants represented 91 school districts that varied in size, geographic context (rural/urban) and type (charter/non-charter). Participants described varying numbers of resources available in their districts and for supporting TESS implementation (for example, a small number of large districts had TESS coordinators while most of the smaller districts did not). Overall, some themes were found to be consistent across all school contexts, while

variance in implementation was not easily attributable to differences in district and school contexts.

Table 1: Focus group participation by day

Day and Location	No. of administrators	No. of teachers	Daily total
May 5: Little Rock (ADE)	16	15	31
May 6: Monticello (Southeast Co-op)	10	12	22
May 7: Arkadelphia (Dawson Co-op)	14	9	23
May 8: Gillham (DeQueen Mena Co-op)	8	7	15
May 11: Plumerville (Arch Ford Co-op)	15	16	31
May 12: Farmington (Northwest Co-op)	18	18	36
May 13: Melbourne (Northcentral Co-op)	10	11	21
May 14: Harrisburg (Crowley's Ridge Co-op)	8	10	18
TOTAL	99	98	197

Table 2: Focus group participation by district

Academic Plus, Alma, Arkadelphia, Atkins, Augusta, Batesville, Bauxite, Benton, Bentonville, Bergman, Bradford, Bryant, Cabot, Cassatot River, Cave City, Centerpoint, Conway, Cutter Morning Star, Danville, Dardanelle, DeQueen, Drew Central, East Poinsett, El Dorado, eStem, Farmington, Fayetteville, Fort Smith, Fouke, Fountain Lake, Gentry, Gravette, Green County Tech, Greenbrier, Greenwood, Hamburg, Harford, Harmony Grove, Hazen, Heber Springs, Hermitage, Hot Springs, Huntsville, Jasper, Jonesboro, Lake Hamilton, Lakeside, Lamar, Lisa Academy, Little Rock, Little Rock Preparatory Academy, Loneke, Magnolia, Mammoth Spring, Manila, Mayflower, McCrory, Mena, Monticello, Mountain Home, Mountain View, Nashville, Norfolk, North Little Rock, Paragould, Pocahontas, Pottsville, Prairie Grove, Prescott, Pulaski County, Rogers, Russellville, Salem, Siloam Springs, South Conway, Southside, Springdale, Spring Hill, Star City, Stuttgart, Taxarkana, Trumann, Valley Springs, Valley View, Van Buren, Vilonia, Warren, West Fork, West Memphis, White County and Wynne.

Participants ultimately constituted a small percentage of Arkansas educators. Notably, few teachers with less than five years of experience were represented, which limits the generalizability of findings to the newest members of the state's teaching force. While participants may not be representative of all educators, the findings reported are based on consistent patterns seen across multiple focus groups, lending confidence to their significance. These findings are valid for informing ADE decisions about TESS and LEADS, especially when correlated with other sources of information such as educator surveys.

FINDINGS & RECOMMENDATIONS

1. TESS has clarified teaching standards for Arkansas educators, but the quality of observation feedback for teachers still widely varies.

- Almost all participants across the 29 focus groups value the TESS framework for providing a much clearer, specific and detailed "roadmap for good teaching." Teachers, including those with many years of experience, described learning from the rubric "how to reach higher…it's clear you should not just teach from the front of the room, we have to be facilitators of student-controlled learning."

- Having the rubric for self-reflection and lesson planning was commonly cited as the greatest benefit of TESS for teachers. Teachers are now able to see "a good picture pinpointing your strengths and weak areas," "where we are and where we are going," and "learn from the 'distinguished.'" Some participants did not completely agree. For example, special education teachers were not sure that the rubric applied well to them (if some of their students have limited speech and mobility). Specialists such as librarians and psychologists also wondered if their principals understand what they do adequately enough to evaluate them fairly, even though they appreciate being included more in evaluations now ("I was observed for the first time in 15 years").

- Many administrators and teachers said they are having more objective conversations because of the TESS framework. Conversations are now based on "evidence right in front of you of what you missed, instead of just checks." Expectations and ratings are now based on "seeable data." The rubric is a common language. Especially when there is any disagreement, "we can look at the evidence."

- The quality of observation feedback, which is critical for guiding teaching improvement, still widely varies across the state. Post-observation conference experiences can be very different even within the same district. One teacher said, "My admin met with me for 30 minutes and asked a lot of tough, but good questions." Another teacher in the same district said, "My admin met with me for less than five minutes, just asked me to sign and asked if I am happy with my score." Many participants said that whether the feedback process is done for compliance or is truly constructive still largely depends on the administrator.

Recommendations

1.1 Continue to develop look-for guides with critical indicators, especially for specialty areas, subjects and grade levels where a general rubric may not appear to fit well.

1.2 Provide more examples and illustrative videos of exemplary teaching in different subjects, grade levels and for different types of students that can be utilized for administrator and teacher training.

1.3 Further emphasize the importance of the feedback process. In TESS training, provide guidance for administrators in framing the process with teachers to emphasize growth instead of just "getting 'distinguished.'" Also, provide specific training for administrators on how to give feedback, addressing various challenges based on particular social dynamics (how to give feedback to a veteran teacher, how to give feedback in an unfamiliar content area, etc.).

2. Most educators welcome a paperless system for managing TESS, but nearly everyone had major challenges using BloomBoard.

- Educators' experience of TESS is inseparable from their experience with the technology involved. Nearly all participants in 27 of the 29 focus groups agreed that using BloomBoard was the greatest challenge they had with TESS. The most common trouble seemed to be around uploading, tagging and sharing documents, particularly non-Word files. The online rubric and other forms did not exactly match the paper versions and created more work for many educators (some ended up having to enter information in BloomBoard in addition to keeping a paper binder). All the BloomBoard-related issues participants shared are listed in Appendix B.

- Educators attributed some of the technology challenges to poor training and rollout of BloomBoard. Many shared that the initial BloomBoard training they attended occurred before the system was user-ready. The trainers demoed some functions, but educators did not get any hands-on experience. After the training, without good "user guides" and "cheat sheets," educators had to figure out a lot on their own by "trial and error," which cost a lot of time. Participants also reported frustration with midyear changes made to the BloomBoard interface without notification or support for users. As one participant described, "Buttons appear and disappear…I end up spending 20 minutes just looking for a document."

- Many acknowledged that BloomBoard technical support provided excellent help, but calling or emailing for help took yet more time. Designating "super-users" to provide local assistance also seemed to be a good idea, but focus group participants reported that super-users were learning at the same time and were not uniformly helpful.

- Despite its bugs and limitations, most focus group participants want BloomBoard to be improved instead of replaced. Comments like these were made often: "BloomBoard would be helpful if it worked consistently and was easier to use." "BloomBoard could be a great organizational tool with everything in one place, all right there." Focus group participants provided many suggestions to make BloomBoard more useful and user-friendly, which informed the recommendations below.

Recommendations

2.1 Increase efforts to gather and incorporate feedback from Arkansas educators in the technology development process. Possibly invest more in alpha testing in early development and beta testing after system implementation to identify unanticipated issues that users might face.

2.2 Create a demo site where educators can learn to use the system with no risk. This site can also show each group of users what other groups see (e.g., principals can see the teachers' screen and vice versa).

2.3 Develop staggered training and step-by-step guides for educators. Utilize local trainers and technical support as much as possible but ensure that they are

adequately trained first. They could include "super-users" and possibly other tech-savvy school or district staff members.

2.4 Improve communication about key dates when changes to BloomBoard will be made. Minimize midyear changes.

3. The majority of educators reported that artifacts and formal documentation are too much work and take away from informal observations and instructional conversations.

- Artifacts are intended to supplement observations where "things could be missed," but focus group participants reported that the requirements for artifacts varied by district, and in some cases, schools. In 22 of the 29 sessions, teachers and administrators expressed a common concern that they were spending too much time on artifacts. The problem goes beyond the time it takes to upload artifacts to BloomBoard and has to do with the number of artifacts teachers are uploading or being asked to upload in the first place (which administrators then have to review).

- Many teachers reported experiences such as "spending 40 hours uploading documents as artifacts," for which they provide several explanations. In some cases, principals appear to require the excessive artifacts ("My principal asked us for artifacts to show proof that we are not basic."). In other cases, teachers took it upon themselves to upload as many artifacts as possible to look their best for their evaluation; one principal reported that despite no expectation from the administration, "I had a teacher who uploaded 183 artifacts."

- Many principals reported spending "more computer time, less classroom time" now than before. Part of the computer time is reviewing artifacts. Another part is scripting and completing formal observation records. As one principal explained, "My time is now filled up with formal observations and documentation. I don't have time to meet teachers informally and just be around the building." Another principal said, "I am now focused on the 45-minute observations rather than lots of walkthroughs," and teachers across many groups said they want more of the instant feedback they used to receive after walkthroughs ("I just want the simple high point, low point, the glow and grow points.").

- Arkansas educators are concerned that an excessive focus on artifacts and formal documentation is counterproductive. As we often heard, "Are we just tooting our own horn and putting on a dog-and-pony show?" Teachers welcome more unannounced observations ("just come observe me any day") that they think would more accurately reflect "real life." Whether observations are announced or unannounced, both teachers and administrators agreed that they do not want to be "bogged down" by too much documentation. As one group suggested for informal observations, "Let's just share the lesson plan before an observation and sit down right after to discuss. Let's make this about conversation and feedback."

- Focus group participants made various suggestions to simplify TESS, reduce the time burden it places on educators and minimize the likelihood that "people cut corners and TESS ends up as a checklist." Suggestions include streamlining the pre- and post-observation conferences, reducing or controlling artifact requirements, and increasing flexibility during informal years ("maybe keep informal observations out of BloomBoard" and "focus on one domain per year"). Some groups also raised the possibility of allowing other administrators and teacher leaders to "help with the TESS process" even if they don't evaluate.

Recommendations

3.1 Clarify expectations about artifacts, and explicitly discourage or prohibit excessive practices.

3.2 Consider the possibility of monitoring BloomBoard activities such as excessive artifact uploads. Aggregated data by school could maintain the confidentiality of individual teachers while allowing the state to identify and address implementation problems.

3.3 Examine ways TESS could be incorporated into successful informal observation and feedback practices instead of replacing them. Case studies describing how one or two schools integrate TESS into their existing practices could provide helpful models for other schools.

3.4 Further study the suggestions from educators mentioned above for increasing flexibility in the TESS process and requirements.

4. TESS may be a start to teachers' continuous improvement, but instructional excellence still depends on schools making structural and cultural changes that will take time.

- The Professional Growth Plan (PGP) component of TESS, coupled with Arkansas law that mandates 18 hours of annual professional development (PD) to be tied to TESS, is intended to be a key driver of teachers' continuous improvement. In several focus groups, participants described how teachers at their school have become more deliberate in choosing PD based on areas in need of growth. There were many comments such as, "Before TESS we took whatever PD we wanted. Now we are trying to focus on our PGP goal. What do we really need to work on?"

- At the same time, many participants admitted that PGPs can be "manipulated." If a teacher wants to go to a certain PD based on "what you are good at and your comfort zone," they can "work backwards" to write their PGP based on their interest instead of a need. Educators recognized that the effectiveness of PD ultimately depends on "teachers' willingness to address our challenges and deficits." For some teachers, the PD requirement will continue to be about "checking the box and filing the paperwork." "Growth cannot be mandated," one leader said.

- Some administrators noted that limited money and time could hamper professional learning for even the most willing educators. Several teachers shared stories about an excellent training program they wanted to attend but being unable to go due to their district's budget constraints. However, lack of time seems to be a more ubiquitous challenge for educators, especially for some in rural districts who teach multiple subject areas and may play additional school roles. Even when they acknowledge wonderful resources such as those in BloomBoard Marketplace that are available, many educators simply do not have time to look them up and use them to improve lessons, with little to no additional time for planning and PD days already full.

- In the words of teachers, "TESS is a conversation starter, but it's not enough to improve instruction. The framework identifies the problem, but then we have to take our teaching to the next level." When asked what they need to improve their teaching, teachers across groups consistently asked for more time to work and learn with one another. Teachers from a few districts described their book study program

("We met every Wednesday afternoon for 12 weeks.") as a way to unpack every component of the TESS rubric together. Teachers from another few districts talked about working in grade-level or subject-area teams to review student data to develop a team-level PGP, which they found meaningful (some teachers only had a team PGP but some had a combination of school and individual PGPs). However, the majority of focus group participants did not have such experiences.

One group wanted peer mentors who could "train us on how certain instructional approaches would actually work" and "time to visit other teachers' live classrooms, or watch a video of a great teacher, and then discuss what we saw." But then the group concluded, "Scheduling and [lack of] subs are the problem in making this happen."

Recommendations

4.1 Create more high-quality PD options and resources for districts across the state, starting with recommended resources from Arkansas educators, which include BloomBoard Marketplace offerings, Moodle resources (designed "by teachers for teachers" in Arkansas), and well-received trainings offered by Arkansas educational cooperatives.

4.2 Provide more guidance on supporting teacher development in TESS training for school leaders. Training should include promising uses of individual-, team- or school-level PGPs to maximize professional learning for teachers.

4.3 Similarly, encourage school leaders to make the scheduling and other zero-net-cost changes necessary to prioritize giving teachers more opportunities for professional learning and growth.

5. Administrators and teachers need more training and long-term support to implement TESS consistently across the state.

- The purpose of passing the TESS legislation was to "standardize" evaluation and support for educators across Arkansas, but focus groups reported substantial variation in TESS implementation around feedback quality, expectations for artifacts, the PGP process and PD supporting teachers' professional growth. Educators are concerned about this lack of consistency. As one administrator put it, "I think I know how to do TESS, but if I walk into your district and it's completely different, then TESS is subjective." In 19 of 29 sessions, administrator and teacher

participants agreed "we need more consistent training and specific guidelines to implement TESS in a more uniform way. Otherwise it won't be fair."

- With some exceptions, focus group participants had received some TESS training but suggested that it could be improved for the future. One-day TESS training in the summer is "too much up front" and "overwhelming." Participants suggested TESS training be offered in "chunks" every two or three months, focusing each session only on what needs to happen in the upcoming time period. While training could be staggered, educators consistently asked for a clear overview from the start of the year of "what I am supposed to be doing, when…I need enough notice, like before the summative, to avoid a huge scramble."

- Educators want step-by-step directions, especially for how to do things in BloomBoard. "Little starters and example forms" could be helpful. Wanting "practical and hands-on" training, focus group participants said that they wanted trainings to be given by "people in the field, who aren't above our heads."

- If multiple trainers and trainings cannot be avoided, educators want greater assurance that "they all say the same thing…that we have clear and consistent expectations." Teachers especially want more direct communication from ADE with information they can trust about what is supposed to happen and when. Something more succinct than the Commissioner's memos would be appreciated. One group suggested ADE could send a monthly email to all educators on the same day every month with a short list of key messages.

- Many focus group participants brought up how "TESS has hit us the same time as Common Core and PARCC, piling a lot on us so we are overloaded." They recognized that TESS implementation has been challenging because "we're building the plane as we are flying it." But many expressed the hope that "TESS doesn't go away." This message echoed what several groups said, "Give us time to work through the bugs and inconsistencies in TESS, and to get used to it. We think it's a good system overall."

Recommendations

5.1 Invest in effective TESS training and trainers who can provide consistent information to all educators statewide. Training should include time for educators to support and help one another (sharing workarounds, troubleshooting together).

5.2 Develop additional channels of communication to share information with principals and teachers more regularly, directly and clearly.

5.3 Continue to monitor TESS implementation on an ongoing basis, possibly utilizing data from BloomBoard to study if and why there are unexpected inconsistencies. Again, data from BloomBoard could be aggregated by school to maintain the confidentiality of individual teachers and still be detailed enough to show implementation problems.

5.4 Use implementation data to refine training and communication toward continuous improvement of the system. Celebrate successes to secure continued support for TESS from educators, policymakers and the public.

6. Most educators currently have little knowledge about the student growth aspect of TESS and will likely push back on its use for evaluation.

- The use of student growth measures in teacher evaluation systems is a highly controversial subject in many states and districts around the country. As we have heard in many states, educators fear potential employment consequences of teacher evaluation systems, which they associate with student growth measures (and not professional practice measures). Surprisingly, over half (16 out of 29) of focus groups in Arkansas did not bring it up at all. In the 13 sessions where the subject of student growth measures was brought up by one or two individuals, the main concern was about the use of standardized test scores for accountability. One Arkansas teacher said, "SOAR scores are going to be used to justify firing teachers." Said another, "SOAR scores could be used as a weeding process…TESS was always intended to be a 'gotcha.'"

- The majority of focus group participants had little to no knowledge about: Student Ordinal Assessment Ranking (SOAR), how SOAR data would factor into educator evaluation in Arkansas or measures to assess student growth for teachers of non-tested subjects. Brief discussions revealed that most educators still do not understand how SOAR values are intended to measure student growth as opposed to

student proficiency levels. Most did not seem to know particularities about how SOAR values will be used to establish growth thresholds that will inform teachers' overall ratings over time. With few exceptions, participants did not discuss the possibilities or problems with student growth measures needed for teachers of non-tested subjects.

- Even without specific understanding of growth measures, educators in Arkansas, like their peers elsewhere, consistently and clearly expressed a general negative perception of test-based accountability and would likely push back on its use in TESS. Focus group participants said, "Evaluation should never be linked to test scores from any one point in time." "If students don't get graded on a test, it doesn't affect them and they don't take it seriously. I don't think it's right for that test to count against me either." "No one test can fit everyone in your class. One test cannot assess what students can do."

Recommendations

6.1 ADE should increase communication to educators about student growth measures including, but not limited to, SOAR. Prepare to better explain how growth will be calculated (unlike student proficiency levels) and how multiyear data will be used with multiple other measures to minimize educators' concerns and pushback based on misinformation and fear.

6.2 Growth calculations are normally complex and not intuitive to most educators. Plan communication about SOAR carefully, utilizing instructive examples and tools that have been shown to facilitate conversations and learning instead of creating more confusion or fueling more negative attitudes among educators.

6.3 Consider how ADE could ensure comparability of student growth measures for non-tested subjects. Given the inconsistencies reported in other areas of TESS, ADE can expect educators to be greatly concerned about the fairness of student growth expectations for teachers across all grades and subjects.

7. LEADS implementation is lagging behind TESS.

- A large majority of administrator groups (13 out of 15) agreed that implementing LEADS has been a far lower priority than TESS. Participants generally attributed the lag in LEADS implementation to insufficient time, especially for rural district superintendents who wear many hats and are already stretched too thin. As one principal explained, "We haven't had time to focus on LEADS. I did the self-assessment at the start of the year and haven't touched it since. Honestly, I just finished meeting with my teachers and I appreciate that we haven't done LEADS."

- In addition to the time challenge, most principals reported that their supervisors had received little to no training to implement LEADS. Several said, "Our supervisors still don't know what to do and where to do it." One said, "I am training my superintendent to evaluate me."

- Focus groups also revealed that school leaders may fundamentally lack confidence in their supervisors' capacity to effectively evaluate and support them. Some principals shared concern that "my superintendent doesn't really know what I do." Some understood that their leaders were under a lot of pressure to be the "public figure of our district, to deal with PR business." Others thought that "we need a culture change to really implement LEADS. My superintendent just calls me to say what I've done wrong, to tell me what the parents are complaining about."

- While assistant principals seemed more confident that their principals know what they do, several pointed out that their evaluation rubric tends to "not apply in a bunch of areas." Some are concerned about how well they will do, strengthening the argument that leader supervisor training is critical for ensuring that LEADS is implemented fairly.

Recommendations

7.1 Create and communicate expectations for consistent LEADS implementation. An effective school leader evaluation and feedback system is arguably the critical foundation for an effective teacher evaluation and improvement system.

7.2 Provide adequate training for school leader supervisors to implement LEADS, not only to help them find time for evaluations, but also to build knowledge and skills so they can inspire and support the professional growth of school leaders serving a variety of roles in unique school contexts.

7.3 As with TESS, monitor LEADS implementation progress and potential problems using BloomBoard data. LEADS data from BloomBoard could be aggregated by district to maintain the confidentiality of individual leaders and still be detailed enough to show implementation issues.

CONCLUSION

The focus group findings reported here provide insights into educators' perceptions and experiences with TESS and LEADS nearing the end of the initial year of statewide implementation. While participants were resoundingly positive about the TESS framework and rubric for evaluating teaching quality, they reported that TESS implementation currently varies a great deal across the state. We heard a few examples of schools where teacher communities are beginning to drive instructional improvement using PGPs informed by student performance data, but many schools have a long way to go to implement TESS in its fullest and best form.

It is understandable that LEADS implementation is trailing behind TESS, and is consistent with what we have observed in other states. Arkansas has an opportunity now to align school leader and teacher evaluations for continuous improvement throughout Arkansas.

SREB hopes the recommendations provided in this report contribute to the continuous improvement of TESS and LEADS. Moving forward, the BloomBoard electronic platform, while currently imperfect, is a great source of data for learning about implementation successes and problems. SREB is pleased to continue supporting ADE as a thought partner in monitoring TESS and LEADS implementation and providing technical assistance.

APPENDIX A: Focus Group Protocol

Facilitators: Lead with the questions in bold. Use probes to follow up as a topic comes up/as needed.

We are eager to hear about your experiences so far with all parts of TESS: professional growth plan (PGP), observation and feedback, student growth measures, BloomBoard and Teachscape; positives, negatives, questions, and suggestions. *Administrators: Towards the end we'll discuss your experiences with LEADS as well.*

A. To start, what has gone well and been valuable for you — and please share concrete details so I can really visualize. Anyone can start and others add.
- What does that look like for you (teacher)/ *your school or district (administrators)* specifically?
- Teachers: How has it changed your teaching/your interactions with other teachers/your interaction with your principal?
- *Administrators: How has it changed your work and interactions as a school or district leader?*

B. Now, on the flip side, what hasn't gone well for you? Please be specific so we can really understand the problem or challenge.
- How were you or your teaching (teachers)/ *school (administrators)* impacted — please say more specifically?
- What kind of help were you able to get or not able to get?
- What do you think could have better prepared you?

C. What questions or concerns do you have moving forward?
- If they bring up student growth validity issues → What student growth measures would you choose?
- If they bring up concerns that student growth is too narrow → If academic growth isn't everything, what else do you think should be looked at for evaluating a teacher's effectiveness (student perception, engagement, etc.)?
- If they bring up fear/anxiety about student growth → From your experience, how should ADE improve the training and communication about student growth measures?

D. TESS was designed to support teacher development so that Arkansas teachers could excel. So far, how do you see the connection between TESS and your professional learning?
- ***Administrators: So far, how do you see the connection between TESS and professional learning for your school or district?***
- If someone has an example of TESS connection to PD → Please walk us through that professional development/growth experiences in your district/school. What happened?
- If little connection reported → How do you think TESS could become a system that supports teacher development, what needs to change?

E. Administrators: Let's switch topics to LEADS. What have you experienced so far in terms of principal evaluation?
- *From your respective roles, what has been valuable/what are you looking forward to?*
- *What are you concerned about?*
- *What questions do you have?*

APPENDIX B: Reported Issues with Using BloomBoard

Technical issues:

- Want "less clutter" on the first screen (for example, want to be able to filter teacher by track, more drop-down menus)
- Want to see which track a teacher is on and associated requirements for that teacher
- Want fewer tabs (for example, summative and end-of-year rating could be on the same tab)
- Want alternative to scanning; scanning is slow, and some do not have easy access to a scanner
- Want to be able to upload several at once; system loading time is excessive
- Want ability to resize, reorient or crop uploaded files
- Want tagging to work consistently for various file types including photos, PDFs, Google docs and videos
- Want uploaded files to not get deleted when a meeting is rescheduled
- Want sharing function to work consistently
- Want less complicated sharing management (some items they want to share aren't; some items they don't want to share are)
- Want saving function to work consistently
- Want to be able to associate artifacts with indicators instead of, or in addition to, meetings
- Want to make sure some sections like PGP goals can be "closed" at some point so inappropriate changes are not made
- Want to be able to send meeting invitations through email instead of, or in addition to, BloomBoard
- Want to be able to see multiple uploaded documents at once
- Want online signature functionality when formal documentation is needed by law
- Want more than 100 characters for SMART goals
- Want "I saw it" button for uploaded artifacts
- Want chat feature so they can respond to comments
- Want navigation shortcuts so "we don't have to go back and start from the dashboard each time"
- Want email notifications when new items are added that "takes you straight to the item"

- Want old PGPs and other items archived instead of deleted
- Want to be able to "undo" mistakes
- "No reds" – want a different color coding scheme to minimize anxiety and stress already associated with using BloomBoard

Technology management, training and support issues:

- Want teacher-school assignments to be accurate
- Want online and paper versions of rubric and forms (PGPs) to be identical
- Want midyear changes minimized (for example, some reported losing BloomBoard Marketplace midyear; others reported buttons being moved around)
- Want heads up about midyear changes when they cannot be avoided
- Want demo site for users to "play around without messing up"
- Teachers and administrators want to know what the other person sees
- Want training to be mostly hands-on, not lecture- or demo-style
- Want training to be "staggered," not "all at once"
- Want user-friendly guides with screencasts, video tutorials and cheat sheets
- Want Arkansas-specific trainers who deeply understand what Arkansas educators need to do
- Want trainers who understand administrators' and teachers' realities and can provide practical help (for example, time-saving tips)
- Want local technical support, "super-users" or others, to be well trained ahead of others
- Want local technical support to be carefully selected based on knowledge, temperament and job role (specifically, teachers who are not formally designated and compensated cannot be expected to provide the level of support needed by all their building colleagues)
- Want reliable wireless internet